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HOUSE....No. 58.

Commonwealth of Massachusetts.

HOUSE OF REPRESENTATIVES, February 28, 1849.

The Committee on Education, to whom were referred an Order of House of Representatives of January 30th, 1849, requiring them to consider the expediency of causing to be reprinted so much of the Tenth Report of the late Secretary of the Board of Education, as relates to the Common School System of this Commonwealth, with such alterations and additions, as may be necessary to adapt it to the existing laws on the subject; and, also, an Order of the House, of February 5th, relating to the codification of the laws of the Commonwealth in reference to schools and other institutions of education, have considered the same, and

REPORT:

The importance and necessity of procuring the republication of so much of the Tenth Report of the late Secretary of the Board of Education, as is indicated in the first of the above-mentioned Orders, are justly stated by the Secretary of the Commonwealth, in the following letter:—

COMMONWEALTH OF MASSACHUSETTS.

SECRETARY'S OFFICE; BOSTON, Jan. 29, 1849.

SIR,—There are many applications made to this department for the laws of our State, on the subject of Common Schools.

These applications come from all parts of the country; and not unfrequently from abroad.

It is very desirable that the laws, or a judicious compilation of them, should be always on hand, to answer such applications promptly.

Two of these applications are now before me, from gentlemen in the Legislative Assemblies of Virginia and New York; but we are unable to comply with the many wishes expressed by these gentlemen, for the information they seek.

The Tenth Report of Mr. Mann would answer the purpose very well; but the edition is exhausted; and we know not where to obtain a copy.

My object, in this communication to you, as Chairman of the Committee on Education, on the part of the House, is, to suggest the expediency of having the Tenth Report reprinted, or so much as gives a view of our school system, with such alterations and additions as may seem to the present Secretary of the Board, from the existing state of the laws, to be desirable.

With great respect, your ob't serv't,

W. B. CALHOUN, *Sec'ry.*

The committee are, unanimously, of opinion, for the reasons given by the Secretary, and from applications addressed to them from a variety of quarters, that provision ought, forthwith, to be made to meet the want he has described. Obvious propriety dictated that an application should be made, in the first instance, to the author of the document, to prepare it for republication, and the committee are happy to say, that he has promptly consented to perform the work. The inestimable value of his services to the Commonwealth justifies the compliment of a legislative appointment. His twelve Annual Reports constitute a series of works of incomparable usefulness; and the republication of them, as a whole, with such omissions and corrections as he might judge advisable, would be an honor to the State, and a benefit to the country and the world. But the Tenth Report, by itself, prepared, as is proposed, would present, in a short compass, the essential features of our Common School system.

As that system has not reached its maturity, but is still developing itself, under the guidance of experience, perhaps the time has not yet come for a complete codification of the provisions of law relating to it. The committee are of opinion, that a classification, under the appropriate divisions of the subject, of the legislative enactments of the Commonwealth, in the Revised Statutes and subsequently, such as is suggested in the following Resolves, is as much as is expedient or desirable at present.

All which is respectfully submitted for the committee,

CHARLES W. UPHAM, *Chairman.*

Commonwealth of Massachusetts.

In the Year One Thousand Eight Hundred and Forty-Nine.

RESOLVES

Relating to a Reprint of the Tenth Report of the Secretary of the Board of Education.

Resolved, That the late Secretary of the Board of Education, the Honorable Horace Mann, be hereby appointed to prepare, for republication, so much of his Tenth Annual Report, as, with the requisite additions and alterations, will exhibit a just and correct view of the Common School system of Massachusetts, with the provisions of law relating to it.

Resolved, That an edition of ten thousand copies thereof be printed, for the use of the Legislature, and for distribution, in the manner required by law in reference to the Annual Reports of the Secretary of the Board of Education; and that the remainder be in the custody, and subject to the disposal, of the Secretary of the Commonwealth.

Resolved, That his Excellency the Governor, and Council, be authorized to determine the compensation to be made to Mr. Mann, for the foregoing service, and to draw upon the treasurer of the Commonwealth for the amount.

© Annal. p. 1837.

THE

MASSACHUSETTS SYSTEM

OF

COMMON SCHOOLS;

BEING AN

ENLARGED AND REVISED EDITION

OF THE

TENTH ANNUAL REPORT

OF

THE FIRST SECRETARY

OF THE

MASSACHUSETTS BOARD OF EDUCATION.

BOSTON:
DUTTON AND WENTWORTH, STATE PRINTERS,
NO. 37, CONGRESS STREET.
1849.

24.55

Commonwealth of Massachusetts.

SECRETARY OF STATE'S OFFICE,

DEAR SIR, *Boston, May* 4, 1849.

I transmit to you an attested copy of the "Resolves relating to a Reprint of the Tenth Report of the Secretary of the Board of Education," passed, I believe unanimously, by the Legislature, at its late session; and remain,

With great respect,

Your obedient servant,

Hon. HORACE MANN. W. B. CALHOUN.

COMMONWEALTH OF MASSACHUSETTS.

In the Year One Thousand Eight Hundred and Forty-Nine.

RESOLVES

Relating to a Reprint of the Tenth Report of the Secretary of the Board of Education.

RESOLVED, That the late Secretary of the Board of Education, Honorable HORACE MANN, be hereby appointed to prepare for republication, so much of his Tenth Annual Report as, with the requisite additions and alterations, to be also made by him, will exhibit a just and correct view of the Common School system of Massachusetts, and the provisions of law relating to it.

RESOLVED, That there be printed ten thousand copies of such republication, to be distributed and disposed of in the same manner as is now or may be provided in regard to the annual reports of the Board of Education.

RESOLVED, That the Governor and Council be authorized to determine the compensation to be made to Mr. MANN for the foregoing service, and to draw upon the treasurer of the Commonwealth for the amount.

HOUSE OF REPRESENTATIVES, March 21, 1849.

Passed. FRANCIS B. CROWNINSHIELD, *Speaker.*

IN SENATE, March 22, 1849.

Passed. JOSEPH BELL, *President.*

March 23, 1848.—Approved.

GEO. N. BRIGGS.

SECRETARY'S OFFICE; Boston, March 23, 1849.

I certify the foregoing to be a true copy of the original Resolves.

WM. B. CALHOUN, *Secretary of the Commonwealth.*

To His Excellency, GEORGE N. BRIGGS, GOVERNOR, *and the Honorable Council, of the Commonwealth of Massachusetts:—*

GENTLEMEN;—In pursuance of the Resolves above cited, I have carefully revised the Tenth Annual Report, therein referred to, and superintended its publication.

According to my understanding of the Resolves, they did not contemplate any substantial change in the plan or structure of the Report; but only such modifications of its details, as would make it the true representative and illustrator of our Public School system, as it now exists.

In conformity with this view, I have subjected the Report to such changes and additions, as the legislation of the State for the last three years has rendered necessary; and have incorporated into it all the leading decisions of the Supreme Court, so far as they interpret and apply the statute law.

I have also subjoined to the Report, in a chronological order, all the statute laws of the Commonwealth, now in force, on the subject of Public Instruction. A few enactments that have been repealed or superseded, are also inserted, on account of the light which they throw on existing laws, and on the history and progress of our educational legislation.

In this part of the work, it has been my endeavor, wherever a previous statute has been limited, enlarged, or otherwise modified by a succeeding one, to refer to the

modifying statute, in the body of the one so modified, or at its end. This will make all references easy, and will give notice to all readers that the former statute is not to be received as the existing law, without an examination of the one referred to.

The Statistical and Graduated Tables, for the current year, which are also inserted, were prepared under the direction of my successor in office. Without an examination of this class of Tables, our Common School system cannot be well understood.

A copious Index to the Report closes the work,—all of which, in a printed form, I have now the honor most respectfully to submit.

HORACE MANN.

West Newton, Nov. 29th, 1849.

MASSACHUSETTS SYSTEM

OF

COMMON SCHOOLS.

To WRITE a History of Popular Education in Massachusetts would be a work of great interest, and of little difficulty. Such a history, however, seems not to have been contemplated, and, therefore, would not be warranted, by those Resolves of the Legislature under which the following pages are prepared. The Resolves provide only for "the republication of so much of his [the late Secretary's] Tenth Annual Report, as, with the requisite additions and alterations, will exhibit a just and correct view of the Common School system of Massachusetts, and the provisions of law relating to it." An adequate idea of this "system," however, can hardly be obtained without a brief reference to its origin, and to those great fundamental principles, which its authors and supporters seem rather to have tacitly assumed than to have fully expounded.

The Pilgrim Fathers who colonized Massachusetts Bay made a bolder innovation upon all preëxisting policy and usages than the world had ever known since the commencement of the Christian era. They adopted special and costly means to train up the whole body of the people to industry, to intelligence, to virtue, and to independent thought. The first entry, in the public record-book of the town of Boston, bears date, "1634, 7th month, day 1." The records of the public meetings for the residue of that year pertain to those obvious necessities that claimed the immediate attention of an infant settlement. But in the transactions of a public meeting, held on the 13th day of April, 1635, the following entry is found: "Likewise it was then generally agreed upon, that our brother Philemon Purmont [or Purment] shall be intreated to become scholemaster for the teaching and nourtering of children with us." Mr. Purmont was not expected to render his services gratuitously. Doubtless he received fees from parents; but

the same records show that a tract of thirty acres of land, at "Muddy River," was assigned to him; and this grant, two years afterwards, was publicly confirmed. About the same time, an assignment was made of a "garden plott to Mr. Daniel Maude, schoolemaster, upon the condition of building thereon, if neede be." From this time forward, these golden threads are thickly inwoven in the texture of all the public records of Boston.

It is not unworthy of remark, that a word of beautiful significance, which is found in the first record on the subject of schools ever made on this continent, has now fallen wholly out of use. Mr. Purmont was entreated to become a "scholemaster," not merely for the "teaching," but for the "NOURTERING" of children. If, as is supposed, this word, now obsolete in this connection, implied the disposition and the power, on the part of the teacher, as far as such an object can be accomplished by human instrumentality, to warm into birth, to foster into strength, and to advance into precedence and predominance, all kindly sympathies towards men, all elevated thoughts respecting the duties and the destiny of life, and a supreme reverence for the character and attributes of the Creator, then how many teachers have since been employed, who have not NOURISHED the children committed to their care!

In 1642, the General Court of the colony, by a public act, enjoined upon the municipal authorities the duty of seeing that *every child*, within their respective jurisdictions, should be educated. Nor was the education which they contemplated either narrow or superficial. By the terms of the act, the selectmen of every town were required to "have a vigilant eye over their brethren and neighbors,—to see first that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach, by themselves or others, their children and apprentices, so much learning, as may enable them perfectly to read the English tongue, and [obtain a] knowledge of the capital laws; upon penalty of twenty shillings for each neglect therein."

Such was the idea of "barbarism," entertained by the colonists of Massachusetts Bay more than two centuries ago. Tried by this standard, even at the present day, the regions of

civilization become exceedingly narrow; and many a man, who now blindly glories in the name and in the prerogatives of a republican citizen, would, according to the better ideas of the Pilgrim Fathers, be known only as the "barbarian" father of "barbarian" children.

The same act further required that religious instruction should be given to all children; and also, "that all parents and masters do breed and bring up their children and apprentices in some honest, lawful calling, labor, or employment, either in husbandry or some other trade, profitable for themselves and the Commonwealth; if they will not or cannot train them up in learning to fit them for higher employments."

Thus were recognized and embodied, in a public statute, the highest principles of Political Economy and of social well-being;—the universal education of children, and the prevention of drones or non-producers among men.

By the same statute, the selectmen and magistrates were empowered to take children and servants from the custody of those parents and masters, who, "after admonition," "were still negligent of their duty in the particulars above mentioned," and to bind them out to such masters as they should deem worthy to supply the place of the unnatural parent,—boys until the age of twenty-one, and girls until that of eighteen.

The law of 1642 enjoined universal education, but it did not make education *free;* nor did it impose any penalty upon municipal corporations for neglecting to maintain a school. The spirit of the law, however, worked energetically in the hearts of the people; for, in Governor Winthrop's Journal, (History of New England, vol. 2, p. 215, Savage's edition,) under date of 1645, we find the following: "Divers free schools were erected, as at Roxbury, (for maintenance whereof every inhabitant bound some house or land for a yearly allowance forever,) and at Boston, where they made an order to allow fifty pounds to the master and an house, and thirty pounds to an usher, who should also teach to read and write and cipher, and Indians' children were to be taught freely, and the charge to be by yearly contribution, either by voluntary allowance, or by rate of such as refused, &c., and this order was confirmed by the

General Court. Other towns did the like, providing maintenance by several means."

It is probable, however, that some towns, owing to the sparseness of their population and the scantiness of their resources, found all the moneys in their treasury too little to pay the salary of a master; and, surrounded by dangers, as they were, from the ferocity of the aborigines and the inclemency of the climate, believed that not an eye could be spared from watching nor a hand from labor, even for so sacred a purpose as that of instruction; and therefore failed to sustain a school for the teaching and "nourtering" of their children. But, in all these privations and disabilities, the government of the colony saw no adequate excuse for neglecting the one thing needful. They saw and felt, that, if "learning were to be buried in the graves of their forefathers, in Church and Commonwealth," then they had escaped from the house of bondage, and swam an ocean, and braved the terrors of the wilderness, in vain. In the year 1647, therefore, a law was passed making the support of schools compulsory, and education both universal and *Free.*

By this law, every town, containing fifty householders, was required to appoint a teacher, "to teach all such children as shall resort to him to write and read;" and every town, containing one hundred families or householders, was required to "set up a grammar school," whose master should be "able to instruct youth so far as they may be fitted for the university."

The penalty for non-compliance with the above requirements was five pounds per annum. In 1671, the penalty was increased to ten pounds per annum; in 1683, to twenty pounds; and, in 1718, to thirty pounds, for every town containing one hundred and fifty families; to forty pounds, for every town containing two hundred families; and so on, *pro rata*, for towns containing two hundred and fifty or three hundred families. The penalty was increased, from time to time, to correspond with the increasing wealth of the towns. All forfeitures were appropriated to the maintenance of Public Schools.*

* It is well known that, in the dearth of the precious metals which prevailed among the early settlers of Massachusetts, the colonial and provincial governments made various kinds

It is common to say that the act of 1647 *laid the foundation* of our present system of Free Schools. But the truth is, it not only laid the foundation of the present system, but, in some particulars, it laid a far broader foundation than has since been built upon, and reared a far higher superstructure than has since been sustained. Modern times have witnessed great improvements in the methods of instruction and in the motives of discipline; but, in some respects, the ancient foundation has been narrowed, and the ancient superstructure lowered. The term "grammar school," in the old laws, always meant a school where the ancient languages were taught, and where youth could be "fitted for the university." Every town, containing

of grain,—wheat, rye, barley, Indian corn, &c.,—with several other commodities, a legal tender in payment of debts, and received them for taxes. In our early legislation and history, these were called "country pay." From time to time, the law determined the value of the bushel, or unit, of each kind of product. On an examination of twenty such determinations of value, made from 1642 to 1694, inclusive, I find that Indian corn was rated at from one shilling and two pence a bushel to three shillings and six pence; and that the average for this whole period was, within a very slight fraction, two shillings and ten pence a bushel.

Allowing six persons to a family, a town of three hundred families would contain a population of eighteen hundred.

To pay a fine of sixty pounds, therefore, to which such a town would be liable by one of the laws above referred to, if paid in Indian corn, at the average of the prices which prevailed from 1642 to 1694, would require four hundred and twenty-three bushels.

The rates of labor, as ordained by the colonial government, show, in a still more striking manner, how heavily the towns were mulcted for neglecting to support schools.

Under date of September 30, 1630, "It is ordered, that laborers shall not take aboue 12d a day for their work and not aboue 6d and meate and drink under paine of 10s; noe master carpenter, mason, joyner or bricklayer, shall take aboue 16d a day for their worke, if they have meate and drink,—and the second sort not aboue 12d a day under payne of 10s both to giuer and receauer."

At these rates, it would take a laborer, (having board,) four hundred and eighty days to pay a fine of one pound. The penalty imposed upon towns, by the law of 1647, for not maintaining a free school, was five pounds,—equivalent, at the above rate, to the work of a common laborer, (with board, but without clothing,) for twenty-four hundred days; or all the working days in almost eight years.

Under date of September 3, 1634, it was ordered, that "noe person that keepes an ordinary shall take above 6d a meale for a person, and not above 1d for an ale quarte for beare out of meale time vnder the penalty of 10s for eury offence, either of dyet or beare."

In 1654, May 3, the following order was made:—"As the countrje is in debt, no stock in the treasury, no meanes, at present, to raise any, so that workmen cannot be procured to finish the Castle, which yett is necessary forthwith to be done," the several military companies must do it; one division of them by having each of their soldiers labor three days on this fortification, and another by being individually assessed 4s 6d. Hence it would seem that 4s 6d were held to be an equivalent for three days' work on the Castle, and going to and returning from the work.—*See An historical account of Massachusetts Currency, by* JOSEPH B. FELT.

one hundred families or householders, was required to keep such a school. Were such a law in force at the present time, there are not more than twelve towns in the Commonwealth which would be exempt from its requisitions. But the term "grammar school" has wholly lost its original meaning; and the number of towns and cities which are now required by law to maintain a school, where the Greek and Latin languages are taught, and where youth can be fitted for college, does not exceed thirty. The contrast between our ancestors and ourselves, in this respect, is most humiliating. Their meanness in wealth was more than compensated by their grandeur of soul.

The institution of a Free School system, on so broad a basis and of such ample proportions, appears still more remarkable, when we consider the period, in the world's history, at which it was originated, and the fewness and poverty of the people by whom it was maintained. In 1647, the entire population of the colony of Massachusetts Bay is supposed to have amounted only to twenty-one thousand souls. The scattered and feeble settlements were almost buried in the depths of the forest. The external resources of the people were small, their dwellings humble, and their raiment and subsistence scanty and homely. They had no enriching commerce, and the wonderful forces of nature had not then, as now, become gratuitous producers of every human comfort and luxury. The whole valuation of all the colonial estates, both public and private, would hardly have been equal to the inventory of many a private citizen of the present day. The fierce eye of the savage was nightly seen glaring from the edge of the surrounding wilderness, and no defence or succor, save in their own brave natures, was at hand. Yet it was then, amid all these privations and dangers, that the Pilgrim Fathers conceived the magnificent idea, not only of a Universal, but of a Free education for the whole people. To find the time and the means to reduce this grand conception to practice, they stinted themselves, amid all their poverty, to a still scantier pittance; amid all their toils, they imposed upon themselves still more burdensome labors; and, amid all their perils, they braved still greater dangers. Two

divine ideas filled their great hearts,—their duty to God and to posterity. For the one, they built the church; for the other, they opened the school. Religion and Knowledge!—two attributes of the same glorious and eternal truth, and that truth the only one on which immortal or mortal happiness can be securely founded!

It is impossible for us adequately to conceive the boldness of the measure which aimed at universal education, through the establishment of Free Schools. As a fact, it had no precedent in the world's history; and, as a theory, it could have been refuted and silenced by a more formidable array of argument and experience than was ever marshalled against any other institution of human origin. But time has ratified its soundness. Two centuries of successful operation now proclaim it to be as wise as it was courageous, and as beneficent as it was disinterested. Every community in the civilized world awards it the meed of praise; and states at home, and nations abroad, in the order of their intelligence, are copying the bright example. What we call the enlightened nations of Christendom, are approaching, by slow degrees, to the moral elevation which our ancestors reached at a single bound; and the tardy convictions of the one, have been assimilating, through a period of two centuries, to the intuitions of the other.

The establishment of Free Schools was one of those grand mental and moral experiments whose effects could not be developed and made manifest in a single generation. But now, according to the manner in which human life is computed, we are the sixth generation from its founders; and have we not reason to be grateful, both to God and man, for its unnumbered blessings! The sincerity of our gratitude must be tested by our efforts to perpetuate and to improve what they established. The gratitude of the lips only is an unholy offering.

In surveying our vast country,—the rich savannas of the south, and the almost interminable prairies of the west,—that great valley, where, if all the nations of Europe were set down together, they could find ample subsistence,—the ejaculation involuntarily bursts forth, "WHY WERE THEY NOT COLONIZED BY MEN LIKE THE PILGRIM FATHERS?"—and as we reflect, how

different would have been the fortunes of this nation, had those states,—already so numerous, and still extending, circle beyond circle,—been founded by men of high, heroic, puritan mould; how different in the eye of a righteous Heaven, how different in the estimation of the wise and good of all contemporary nations, how different in the fortunes of that vast procession of the generations which are yet to rise up over all those wide expanses, and to follow each other to the end of time;—as we reflect upon these things, it seems almost pious to repine at the ways of Providence; resignation becomes laborious, and we are forced to choke down our murmurings at the will of Heaven! Is it the solution of this deep mystery, that our ancestors did as much in their time, as it is ever given to one generation of men to accomplish, and have left to us and to our descendants the completion of the glorious work they began?

The alleged ground upon which the founders of our Free School system proceeded, when adopting it, did not embrace the whole argument by which it may be defended and sustained. Their insight was better than their reason. They assumed a ground, indeed, satisfactory and convincing to Protestants; but, at that time, only a small portion of Christendom was Protestant, and even now only a minority of it is so. The very ground on which our Free Schools were founded, therefore, if it were the only one, would have been a reason, with more than half of Christendom, for their immediate abolition.

In later times, and since the achievement of American independence, the universal and ever-repeated argument in favor of Free Schools has been, that the general intelligence which they are capable of diffusing, and which can be imparted by no other human instrumentality, is indispensable to the continuance of a republican government. This argument, it is obvious, assumes, as a *postulatum*, the superiority of a republican over all other forms of government; and, as a people, we religiously believe in the soundness, both of the assumption and of the argument founded upon it. But if this be all, then a sincere monarchist, or a defender of arbitrary power, or a be-

liever in the divine right of kings, would oppose Free Schools, for the identical reasons we offer in their behalf. A perfect demonstration of our doctrine,—that Free Schools are the only basis of republican institutions,—would be the perfection of proof, to his mind, that they should be immediately exterminated.

Admitting, nay, claiming for ourselves, the substantial justness and soundness of the general grounds on which our system was originally established and has since been maintained, yet it is most obvious that, unless some broader and more comprehensive principle can be found, the system of Free Schools will be repudiated by whole nations as impolitic and dangerous; and, even among ourselves, all who deny our premises will, of course, set at nought the conclusions to which they lead.

Again; the expediency of Free Schools is sometimes advocated on grounds of Political Economy. An educated people is always a more industrious and productive people. Knowledge and Abundance sustain to each other the relation of cause and effect. Intelligence is a primary ingredient in the Wealth of Nations. Where this does not stand at the head of the inventory, the items in a nation's valuation will be few, and the sum at the foot of the column insignificant.

The moralist, too, takes up the argument of the economist. He demonstrates that vice and crime are not only prodigals and spendthrifts of their own, but defrauders and plunderers of the means of others; that they would seize upon all the gains of honest industry, and exhaust the bounties of Heaven itself, without satiating their rapacity for new means of indulgence; and that often, in the history of the world, whole generations might have been trained to industry and virtue by the wealth which one enemy to his race has destroyed.

And yet, notwithstanding these views have been presented a thousand times, with irrefutable logic, and with a divine eloquence of truth which it would seem that nothing but combined stolidity and depravity could resist, there is not at the present time, with the exception of the states of New England and a few small communities elsewhere, a country or a state in Christendom, which maintains a system of Free Schools for

the education of its children. Even in the state of New York, with all its noble endowments, the Schools are not Free.*

I believe that this amazing dereliction from duty, especially in our own country, originates more in the false notions which men entertain *respecting the nature of their right to property*, than in any thing else. In the district school meeting, in the town meeting, in legislative halls, every where, the advocates for a more generous education could carry their respective audiences with them in behalf of increased privileges for our children, were it not instinctively foreseen that increased privileges must be followed by increased taxation. Against this obstacle, argument falls dead. The rich man, who has no children, declares that the exaction of a contribution from him, to educate the children of his neighbor, is an invasion of his rights of property. The man who has reared and educated a family of children denounces it as a double tax, when he is called upon to assist in educating the children of others also; or, if he has reared his own children without educating them, he thinks it peculiarly oppressive to be obliged to do for others what he refrained from doing even for himself. Another, having children, but disdaining to educate them with the common mass, withdraws them from the Public School, puts them under what he calls "selecter influences," and then thinks it a grievance to be obliged to support a school which he contemns. Or, if these different parties so far yield to the force of traditionary sentiment and usage, and to the public opinion around them, as to consent to do something for the cause, they soon reach the limit of expense at which their admitted obligation, or their alleged charity, terminates.

It seems not irrelevant, therefore, in this connection, and for the purpose of strengthening the foundation on which our Free School system reposes, to inquire into the nature of a man's right to the property he possesses; and to satisfy ourselves respecting the question, whether any man has such an indefeasible title to his estates, or such an absolute ownership of them,

* By an act of the New York Legislature, passed at its last session, the question, whether Free Schools shall be established throughout the state, is to be submitted to the decision of the people, to be determined by ballot, at their primary meetings, during the current year.

as renders it unjust in the government to assess upon him his share of the expenses of educating the children of the community, up to such a point as the nature of the institutions under which he lives, and the well-being of society, require.

I believe in the existence of a great, immortal, immutable principle of Natural Law, or Natural Ethics,—a principle antecedent to all human institutions, and incapable of being abrogated by any ordinances of man,—a principle of divine origin, clearly legible in the ways of Providence as those ways are manifested in the order of nature and in the history of the race,—which proves the *absolute right* to an education, of every human being that comes into the world; and which, of course, proves the correlative duty of every government to see that the means of that education are provided for all.

In regard to the application of this principle of natural law,—that is, in regard to the extent of the education to be provided for all, at the public expense,—some differences of opinion may fairly exist, under different political organizations; but under our republican government, it seems clear that the minimum of this education can never be less than such as is sufficient to qualify each citizen for the civil and social duties he will be called to discharge;—such an education as teaches the individual the great laws of bodily health; as qualifies for the fulfilment of parental duties; as is indispensable for the civil functions of a witness or a juror; as is necessary for the voter in municipal and in national affairs; and finally, as is requisite for the faithful and conscientious discharge of all those duties which devolve upon the inheritor of a portion of the sovereignty of this great republic.

The will of God, as conspicuously manifested in the order of nature, and in the relations which he has established among men, places the *right* of every child that is born into the world, to such a degree of education as will enable him, and, as far as possible, will predispose him, to perform all domestic, social, civil, and moral duties, upon the same clear ground of natural law and equity, as it places a child's *right*, upon his first coming into the world, to distend his lungs with a portion of the common air, or to open his eyes to the common light, or to

receive that shelter, protection, and nourishment, which are necessary to the continuance of his bodily existence. And so far is it from being a wrong or a hardship to demand of the possessors of property their respective shares for the prosecution of this divinely-ordained work, that they themselves are guilty of the most far-reaching injustice, when they seek to resist or to evade the contribution. The complainers are the wrong-doers. The cry, "Stop thief," comes from the thief himself.

To any one who looks beyond the mere surface of things, it is obvious that the primary and natural elements or ingredients of all property consist in the riches of the soil, in the treasures of the sea, in the light and warmth of the sun, in the fertilizing clouds, and streams, and dews, in the winds, and in the chemical and vegetative agencies of nature. In the majority of cases, all that we call *property*, all that makes up the valuation or inventory of a nation's capital, was prepared at the creation, and was laid up of old in the capacious storehouses of nature. For every unit that a man earns by his own toil or skill, he receives hundreds and thousands, without cost and without recompense, from the All-bountiful Giver. A proud mortal, standing in the midst of his luxuriant wheat-fields or cotton-plantations, may arrogantly call them his own; yet what barren wastes would they be, did not Heaven send down upon them its dews and its rains, its warmth and its light; and sustain, for their growth and ripening, the grateful vicissitude of the seasons! It is said that from eighty to ninety per cent. of the very substance of some of the great staples of agriculture are not taken from the earth, but are absorbed from the air; so that these productions may more properly be called fruits of the atmosphere than of the soil. Who prepares this elemental wealth? Who scatters it, like a sower, through all the regions of the atmosphere, and sends the richly-freighted winds, as His messengers, to bear to each leaf in the forest, and to each blade in the cultivated field, the nourishment which their infinitely-varied needs demand? Aided by machinery, a single manufacturer performs the labor of hundreds of men. Yet what could he accomplish without the weight of the waters which God causes ceaselessly to flow? or without those gigantic forces

which He has given to steam? And how would the commerce of the world be carried on, were it not for those great laws of nature,—of electricity, of condensation, and of rarefaction,—that give birth to the winds, which, in conformity to the will of Heaven, and not in obedience to any power of man, forever traverse the earth, and offer themselves as an unchartered medium for interchanging the products of all the zones? These few references show how vast a proportion of all the wealth which men presumptuously call their own, because they claim to have earned it, is poured into their lap, unasked and unthanked for, by the Being so infinitely gracious in his physical as well as in his moral bestowments.

But for whose subsistence and benefit were these exhaustless treasuries of wealth created? Surely not for any one man, nor for any one generation; but for the subsistence and benefit of the whole race, from the beginning to the end of time. They were not created for Adam alone, nor for Noah alone, nor for the first discoverers or colonists who may have found or have peopled any part of the earth's ample domain. No! They were created for the race, collectively, but to be possessed and enjoyed in succession, as the generations, one after another, should come into existence;—equal rights, with a successive enjoyment of them! If we consider the earth and the fulness thereof as one great habitation or domain, then each generation, subject to certain modifications for the encouragement of industry and frugality,—which modifications it is not necessary here to specify,—has only a life-lease in them. There are certain reasonable regulations, indeed, in regard to the out-going and the in-coming tenants,—regulations which allow to the out-going generations a brief control over their property after they are called upon to leave it, and which also allow the in-coming generations to anticipate a little their full right of possession. But, subject to these regulations, nature ordains a perpetual entail and transfer, from one generation to another, of all property in the great, substantive, enduring elements of wealth;—in the soil; in metals and minerals; in precious stones, and in more precious coal, and iron, and granite; in the waters, and winds, and sun;—and no one man, nor any one generation of

men, has any such title to, or ownership in, these ingredients and substantials of all wealth, that his right is invaded when a portion of them is taken for the benefit of posterity.

This great principle of natural law may be illustrated by a reference to some of the unstable elements, in regard to which each individual's right of *property* is strongly qualified in relation to his contemporaries, even while he has the acknowledged right of *possession*. Take the streams of water, or the wind, for an example. A stream, as it descends from its sources to its mouth, is successively the property of all those through whose land it passes. My neighbor, who lives above me, owned it yesterday, while it was passing through his lands; I own it to-day, while it is descending through mine; and the contiguous proprietor below will own it to-morrow, while it is flowing through his, as it passes onward to the next. But the rights of these successive owners are not absolute and unqualified. They are limited by the rights of those who are entitled to the subsequent possession and use. While a stream is passing through my lands, I may not corrupt it, so that it shall be offensive or valueless to the adjoining proprietor below. I may not stop it in its downward course, nor divert it into any other direction, so that it shall leave his channel dry. I may lawfully use it for various purposes,—for agriculture, as in irrigating lands or watering cattle; for manufactures, as in turning wheels, &c.;—but in all my uses of it, I must pay regard to the rights of my neighbors lower down. So no two proprietors, nor any half-dozen proprietors, by conspiring together, can deprive an owner, who lives below them all, of the ultimate right which he has to the use of the stream in its descending course. We see here, therefore, that a man has certain qualified rights,—rights of which he cannot lawfully be divested without his own consent,—in a stream of water, before it reaches the limits of his own estate;—at which latter point, he may, somewhat more emphatically, call it his own. And in this sense, a man who lives at the outlet of a river, on the margin of the ocean, has certain incipient rights in those fountain-sources, that well up from the earth at the distance of thousands of miles.

So it is with the ever-moving winds. No man has a *permanent* interest in the breezes that blow by him, and bring healing and refreshment on their wings. Each man has a temporary interest in them. From whatever quarter of the compass they may come, I have a right to use them as they are passing by me; yet that use must always be regulated by the rights of those other participants and co-owners whom they are moving forward to bless. It is not lawful, therefore, for me to corrupt them,—to load them with noxious gases or vapors, by which they will prove valueless or detrimental to him, whoever he may be, towards whom they are moving.

In one respect, indeed, the winds illustrate our relative rights and duties, even better than the streams. In the latter case, the rights are not only successive, but always in the same order of priority,—those of the owner above necessarily preceding those of the owner below; and this order is unchangeable, except by changing the ownership of the land itself to which the rights are appurtenant. In the case of the winds, however, which blow from every quarter of the heavens, I may have the prior right to-day, but, with a change in their direction, my neighbor may have it to-morrow. If, therefore, to-day, when the wind is going from me to him, I should usurp the right to use it to his detriment, to-morrow, when it is coming from him to me, he may inflict retributive usurpation upon me.

The light of the sun, too, is subject to the same benign and equitable regulations. As the waves of this ethereal element pass by me, I have a right to bask in their genial warmth, or to employ their quickening powers. But I have no right, even on my own land, to build up a wall, mountain-high, that shall eclipse the sun to my neighbor's eyes.

Now, all these great principles of natural law, which define and limit the rights of neighbors and contemporaries, are incorporated into, and constitute a part of, the civil law of every civilized people; and they are obvious and simple illustrations of the great proprietary laws by which individuals and generations hold their rights in the solid substance of the globe, in the elements that move over its surface, and in the chemical and vital powers with which it is so marvellously endued. As

successive owners on a river's bank have equal rights to the waters that flow through their respective domains, subject only to the modification that the proprietors nearer the stream's source must have precedence in the enjoyment of their rights over those lower down, so the rights of all the generations of mankind to the earth itself, to the streams that fertilize it, to the winds that purify it, to the vital principles that animate it, and to the reviving light, are common rights, though subject to similar modifications in regard to the preceding and succeeding generations of men. They did not belong to our ancestors in perpetuity; they do not belong to us in perpetuity; and the right of the next generation in them will be limited and defeasible like ours. As we hold these rights subject to the claims of the next generation, so will they hold them subject to the claims of their immediate successors, and so on to the end of time. And the savage tribes that roam about the head-springs of the Mississippi, have as good a right to ordain what use shall be made of its copious waters, when, in their grand descent across a continent, they shall reach the shores of arts and civilization, as any of our predecessors had, or as we ourselves have, to say what shall be done, *in perpetuity*, with the soil, the waters, the winds, the light, and the invisible agencies of nature, which must be allowed, on all hands, to constitute the primary and indispensable elements of wealth.

Is not the inference irresistible, then, that no man, by whatever means he may have come into possession of his property, has any natural right, any more than he has a moral one, to hold it, or to dispose of it, irrespective of the needs and claims of those, who, in the august procession of the generations, are to be his successors on the stage of existence? Holding his rights subject to their rights, he is bound not to impair the value of their inheritance, either by commission or by omission.

Generation after generation proceeds from the creative energy of God. Each one stops for a brief period upon the earth, resting, as it were, only for a night,—like migratory birds upon their passage,—and then leaving it forever, to others whose existence is as transitory as its own; and the migratory flocks of water-fowl, which sweep across our latitudes in their

passage to another clime, have as good a right to make a perpetual appropriation, to their own use, of the lands over which they fly, as any one generation has to arrogate perpetual dominion and sovereignty, for its own purposes, over that portion of the earth which it is its fortune to occupy during the brief period of its temporal existence.

Another consideration, bearing upon this arrogant doctrine of absolute ownership or sovereignty, has hardly less force than the one just expounded. We have seen how insignificant a portion of any man's possessions he can claim, in any proper and just sense, *to have earned;* and that, in regard to all the residue, he is only taking his turn in the use of a bounty bestowed, in common, by the Giver of all, upon his ancestors, upon himself, and upon his posterity,—a line of indefinite length, in which he is but a point. But this is not the only deduction to be made from his assumed rights. The *present* wealth of the world has an additional element in it. Much of all that is capable of being earned by man, has been earned by our predecessors, and has come down to us in a solid and enduring form. We have not erected all the houses in which we live; nor constructed all the roads on which we travel; nor built all the ships in which we carry on our commerce with the world. We have not reclaimed from the wilderness all the fields whose harvests we now reap; and if we had no precious metals, or stones, or pearls, but such as we ourselves had dug from the mines, or brought up from the bottom of the ocean, our coffers and our caskets would be empty indeed. But even if this were not so, whence came all the arts and sciences, the discoveries and the inventions, without which, and without a common right to which, the valuation of the property of a whole nation would scarcely equal the inventory of a single man,—without which, indeed, we should now be in a state of barbarism? Whence came a knowledge of agriculture, without which we should have so little to reap; or a knowledge of astronomy, without which we could not traverse the oceans; or a knowledge of chemistry and mechanical philosophy, without which the arts and trades could not exist? Most of all this was found out by those who have gone before us,

and some of it has come down to us from a remote antiquity. Surely all these boons and blessings belong as much to posterity as to ourselves. They have not descended to us to be arrested and consumed here, or to be sequestrated from the ages to come. Cato, and Archimedes, and Kepler, and Newton, and Franklin, and Arkwright, and Fulton, and all the bright host of benefactors to science and art, did not make or bequeath their discoveries or inventions to benefit any one generation, but to increase the common enjoyments of mankind to the end of time. So of all the great lawgivers and moralists who have improved the civil institutions of the state, who have made it dangerous to be wicked, or,—far better than this,—have made it hateful to be so. Resources developed, and property acquired, after all these ages of preparation, after all these facilities and securities, accrue not to the benefit of the possessor only, but to that of the next and of all succeeding generations.

Surely, these considerations limit still more extensively that absolutism of ownership which is so often claimed by the possessors of wealth.

But sometimes, the rich farmer, the opulent manufacturer, or the capitalist, when sorely pressed with his natural and moral obligation to contribute a portion of his means for the education of the young, replies,—either in form or in spirit,—"My lands, my machinery, my gold, and my silver, are mine; may I not do what I will with my own?" There is one supposable case, and only one, where this argument would have plausibility. If it were made by an isolated, solitary being,—a being having no relations to a community around him, having no ancestors to whom he had been indebted for ninety-nine parts in every hundred of all he possesses, and expecting to leave no posterity after him,—it might not be easy to answer it. If there were but one family in this western hemisphere, and only one in the eastern hemisphere, and these two families bore no civil and social relations to each other, and were to be the first and last of the whole race, it might be difficult, except on very high and almost transcendental grounds, for either one of them to show good cause why the other should contribute

to help educate children not his own. And, perhaps, the force of the appeal for such an object, would be still further diminished, if the nearest neighbor of a single family upon our planet were as far from the earth as Uranus or Sirius. In self-defence, or in selfishness, one might say to the other, "What are your fortunes to me? You can neither benefit nor molest me. Let each of us keep to his own side of the planetary spaces." But is this the relation which any man amongst us sustains to his fellows? In the midst of a populous community to which he is bound by innumerable ties, having had his own fortune and condition almost predetermined and foreordained by his predecessors, and being about to exert upon his successors as commanding an influence as has been exerted upon himself, the objector can no longer shrink into his individuality, and disclaim connection and relationship with the world at large. He cannot deny that there are thousands around him on whom he acts, and who are continually reäcting upon him. The earth is much too small, or the race is far too numerous, to allow us to be hermits; and, therefore, we cannot adopt either the philosophy or the morals of hermits. All have derived benefits from their ancestors, and all are bound, as by an oath, to transmit those benefits, even in an improved condition, to posterity. We may as well attempt to escape from our own personal identity, as to shake off the threefold relation which we bear to others,—the relation of an associate with our contemporaries; of a beneficiary of our ancestors; of a guardian to those who, in the sublime order of Providence, are to succeed us. Out of these relations, manifest duties are evolved. The society of which we necessarily constitute a part, must be preserved; and, in order to preserve it, we must not look merely to what one individual or one family needs, but to what the whole community needs; not merely to what one generation needs, but to the wants of a succession of generations. To draw conclusions without considering these facts, is to leave out the most important part of the premises.

A powerfully corroborating fact remains untouched. Though the earth and the beneficent capabilities with which it is endued belong in common to the race, yet we find that previous

and present possessors have laid their hands upon the whole of it;—have left no part of it unclaimed and unappropriated. They have circumnavigated the globe; they have drawn lines across every habitable portion of it, and have partitioned amongst themselves, not only its whole area, or superficial contents, but have claimed it down to the centre, and up to the concave,—a great inverted pyramid for each proprietor,—so that not an unclaimed rood is left, either in the caverns below or in the aërial spaces above, where a new adventurer upon existence can take unresisted possession. They have entered into a solemn compact with each other, for the mutual defence of their respective allotments. They have created legislators, and judges, and executive officers, who denounce and inflict penalties even to the taking of life; and they have organized armed bands to repel aggression upon their claims. Indeed, so grasping and rapacious have mankind been, in this particular, that they have taken more than they could use, more than they could perambulate and survey, more than they could see from the top of the mast-head, or from the highest peak of the mountain. There was some limit to their physical power of taking possession; but none to the exorbitancy of their desires. Like robbers, who divide their spoils before they know whether they shall find a victim, men have claimed a continent while still doubtful of its existence, and spread out their title from ocean to ocean, before their most adventurous pioneers had ever seen a shore of the realms they coveted. The whole planet, then, having been appropriated,—there being no waste or open lands, from which the new generations may be supplied as they come into existence,—have not those generations the strongest conceivable claim upon the present occupants for that which is indispensable to their well-being? They have more than a preëmptive, they have a possessory right to some portion of the issues and profits of that general domain, all of which has been thus taken up and appropriated. A denial of this right by the present possessors, is a breach of trust,—a fraudulent misuse of power given, and of confidence implied. On mere principles of political economy, it is folly; on the broader principles of duty and morality, it is embezzlement.

It is not at all in contravention of this view of the subject, that the adult portion of society does take, and must take, upon itself, the control and management of all existing property, until the rising generation has arrived at the age of majority. Nay, one of the objects of their so doing, is to preserve the rights of the generation which is still in its minority. Society, to this extent, is only a trustee managing an estate for the benefit of a part-owner, or of one who has a reversionary interest in it. This civil regulation, therefore, made necessary even for the benefit of both present and future possessors, is only in furtherance of the great law under consideration.

Coincident, too, with this great law, but in no manner superseding or invalidating it, is that wonderful provision which the Creator has made for the care of offspring, in the affection of their parents. Heaven did not rely merely upon our perceptions of duty towards our children, and our fidelity in its performance. A powerful, all-mastering instinct of love was therefore implanted in the parental, and especially in the maternal breast, to anticipate the idea of duty, and to make duty delightful. Yet the great doctrine, founded upon the will of God, as made known to us in the natural order and relation of things, would still remain the same, though all this beautiful portion of our moral being, whence parental affection springs, were a void and a nonentity. Emphatically would the obligations of society remain the same for all those children who have been bereaved of parents; or who, worse than bereavement, have only monster parents of intemperance, or cupidity, or of any other of those forms of vice that seem to suspend or to obliterate the law of love in the parental breast. For these, society is doubly bound to be a parent, and to exercise all that rational care and providence which a wise father would exercise for his own children.

If the previous argument began with sound premises and has been logically conducted, then it has established this position,—that a vast portion of the present wealth of the world either consists in, or has been immediately derived from, those great natural substances and powers of the earth, which were bestowed by the Creator alike on all mankind; or from the

discoveries, inventions, labors, and improvements of our ancestors, which were alike designed for the common benefit of all their descendants. The question now arises, *At what time* is this wealth to be transferred from a preceding to a succeeding generation? At what point are the latter to take possession of it, or to derive benefit from it, or at what time are the former to surrender it in their behalf? Is each existing generation, and each individual of an existing generation, to hold fast to his possessions until death relaxes his grasp? or is something of the right to be acknowledged, and something of the benefit to be yielded, beforehand? It seems too obvious for argument, that the latter is the only alternative. If the in-coming generation have no rights until the out-going generation have actually retired, then is every individual that enters the world liable to perish on the day he is born. According to the very constitution of things, each individual must obtain sustenance and succor, as soon as his eyes open in quest of light, or his lungs gasp for the first breath of air. His wants cannot be delayed until he himself can supply them. If the demands of his nature are ever to be answered, they must be answered years before he can make any personal provision for them, either by the performance of any labor, or by any exploits of skill. The infant must be fed before he can earn his bread; he must be clothed before he can prepare garments; he must be protected from the elements before he can erect a dwelling; and it is just as clear that he must be instructed before he can engage or reward a tutor. A course contrary to this, would be the destruction of the young, that we might rob them of their rightful inheritance. Carried to its extreme, it would be the act of Herod, seeking, in a general massacre, the life of one who was supposed to endanger his power. Here, then, the claims of the succeeding generation, not only upon the affection and the care, but upon the *property*, of the preceding one, attach. God having given to the second generation as full and complete a right to the incomes and profits of the world, as he has given to the first, and to the third generation as full and complete a right as he has given to the second, and so on while the world stands,—it necessarily follows that children

must come into a partial and qualified possession of these rights, by the paramount law of nature, as soon as they are born. No human enactment can abolish or countervail this paramount and supreme law; and all those positive and often arbitrary enactments of the civil code, by which, for the encouragement of industry and frugality, the possessor of property is permitted to control it for a limited period after his decease, must be construed and executed in subservience to this sovereign and irrepealable ordinance of nature.

Nor is this transfer always, or even generally, to be made *in kind;* but according to the needs of the recipient. The recognition of this principle is universal. A guardian or trustee may possess lands, while the ward, or owner under the trust, may need money; or the former may have money, while the latter need raiment or shelter. The form of the estate must be changed, if need be, and adapted to the wants of the receiver.

The claim of a child, then, to a portion of preëxistent property begins with the first breath he draws. The new-born infant must have sustenance, and shelter, and care. If the natural parents are removed, or parental ability fails,—in a word, if parents either cannot or will not supply the infant's wants,—then society at large,—the government,—having assumed to itself the ultimate control of all property,—is bound to step in and fill the parent's place. To deny this to any child, would be equivalent to a sentence of death,—a capital execution of the innocent,—at which every soul shudders. It would be a more cruel form of infanticide than any which is practised in China or in Africa.

But to preserve the animal life of a child only, and there to stop, would be,—not the bestowment of a blessing, or the performance of a duty,—but the infliction of a fearful curse. A child has interests far higher than those of mere physical existence. Better that the wants of the natural life should be disregarded than that the higher interests of the character should be neglected. If a child has any claim to bread to keep him from perishing, he has a far higher claim to knowledge to preserve him from error and its fearful retinue of calamities. If a child has any claim to shelter to protect him from the destroy-

ing elements, he has a far higher claim to be rescued from the infamy and perdition of vice and crime.

All moralists agree, nay, all moralists maintain, that a man is as responsible for his omissions as for his commissions,—that he is as guilty of the wrong which he could have prevented, but did not, as for that which his own hand has perpetrated. They, then, who knowingly withhold sustenance from a newborn child, and he dies, are guilty of infanticide. And, by the same reasoning, they who refuse to enlighten the intellect of the rising generation, are guilty of degrading the human race. They who refuse to train up children in the way they should go, are training up incendiaries and madmen to destroy property and life, and to invade and pollute the sanctuaries of society. In a word, if the mind is as real and substantive a part of human existence as the body, then mental attributes, during the periods of infancy and childhood, demand provision at least as imperatively as bodily appetites. The time when these respective obligations attach, corresponds with the periods when the nurture, whether physical or mental, is needed. As the right of sustenance is of equal date with birth, so the right to intellectual and moral training begins at least as early as when children are ordinarily sent to school. At that time, then, by the irrepealable law of nature, every child succeeds to so much more of the property of the community as is necessary for his education. He is to receive this, not in the form of lands, or of gold and silver, but in the form of knowledge and a training to good habits. This is one of the steps in the transfer of property from a present to a succeeding generation. Human sagacity may be at fault in fixing the amount of property to be transferred, or the time when the transfer should be made, to a dollar or to an hour; but certainly, in a republican government, the obligation of the predecessors, and the right of the successors, extend to and embrace the means of such an amount of education as will prepare each individual to perform all the duties which devolve upon him as a man and a citizen. It may go further than this point; certainly, it cannot fall short of it.

Under our political organization, the places and the pro-

cesses where this transfer is to be provided for, and its amount determined, are the district school meeting, the town meeting, legislative halls, and conventions for establishing or revising the fundamental laws of the state. If it be not done there, society is false to its high trusts; and any community, whether national or state, that ventures to organize a government, or to administer a government already organized, without making provision for the free education of all its children, dares the certain vengeance of Heaven; and, in the squalid forms of poverty and destitution, in the scourges of violence and misrule, in the heart-destroying corruptions of licentiousness and debauchery, and in political profligacy and legalized perfidy,— in all the blended and mutually aggravated crimes of civilization and of barbarism, will be sure to feel the terrible retributions of its delinquency.

I bring my argument on this point, then, to a close; and I present a test of its validity, which, as it seems to me, defies denial or evasion.

In obedience to the laws of God and to the laws of all civilized communities, society is bound to protect the natural life of children; and this natural life cannot be protected without the appropriation and use of a portion of the property which society possesses. We prohibit infanticide under penalty of death. We practice a refinement in this particular. The life of an infant is inviolable even before he is born; and he who feloniously takes it, even before birth, is as subject to the extreme penalty of the law, as though he had struck down manhood in its vigor, or taken away a mother by violence from the sanctuary of home, where she blesses her offspring. But why preserve the natural life of a child, why preserve unborn embryos of life, if we do not intend to watch over and to protect them, and to expand their subsequent existence into usefulness and happiness? As individuals, or as an organized community, we have no natural right; we can derive no authority or countenance from reason; we can cite no attribute or purpose of the divine nature, for giving birth to any human being, and then inflicting upon that being the curse of ignorance, of poverty, and of vice, with all their attendant calami-

ties. We are brought, then, to this startling but inevitable alternative. The natural life of an infant should be extinguished as soon as it is born, or the means should be provided to save that life from being a curse to its possessor; and, therefore, every state is morally bound to enact a code of laws legalizing and enforcing infanticide, or a code of laws establishing Free Schools!

The three following propositions, then, describe the broad and ever-during foundation on which the Common School system of Massachusetts reposes:—

The successive generations of men, taken collectively, constitute one great commonwealth.

The property of this commonwealth is pledged for the education of all its youth, up to such a point as will save them from poverty and vice, and prepare them for the adequate performance of their social and civil duties.

The successive holders of this property are trustees, bound to the faithful execution of their trust, by the most sacred obligations; and embezzlement and pillage from children and descendants have not less of criminality, and have more of meanness, than the same offences when perpetrated against contemporaries.

Recognizing these eternal principles of natural ethics, the Constitution of Massachusetts,—the fundamental law of the state,—after declaring, (among other things,) in the preamble to the first section of the fifth chapter, that "the encouragement of arts and sciences, and all good literature, tends to the honor of GOD, the advantage of the Christian religion, and the great benefit of this and the other United States of America," proceeds, in the second section of the same chapter, to set forth the duties of all future legislators and magistrates, in the following noble and impressive language:—

"Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of legislatures and mag-

istrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them; especially the University of Cambridge, Public Schools, and Grammar Schools in the towns; to encourage private societies and public institutions, rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, good humor, and all social affections, and generous sentiments among the people." See also Rev. St., ch. 23, § 7.

I now proceed to give an account of existing legal enactments for the organization and administration of the Massachusetts School System. In giving this account, I may have occasion to point out some imperfections; but, on the whole, it is truly surprising that our ancestors, without experience and without precedent, should have devised a system so perfect in its organic principles, so well suited to their own purposes, and, at the same time, so expansive as to be capable of easy adaptation to an advancing state of society.

For more convenient reference, specific provisions and explanations will be numbered as distinct sections.

TERRITORIAL ORGANIZATION OF MASSACHUSETTS, FOR SCHOOL PURPOSES.

1. Authorities differ in regard to the area of Massachusetts. The extremes, I believe, are 7250 square miles, and 8200.* This area is divided, territorially, into three hundred and fourteen towns or cities. Each town and city is a body politic and corporate, required by law, among many other municipal duties, to provide one or more schools for the free admission and free education of all its children. The towns and cities vary greatly in population and extent of territory. Boston, in 1845, had a population of 114,366; Hull, according to the

* The following Table, exhibiting the areas of the several States and Territories of the United States, in square miles and acres, was prepared in the Land Office at Washington, and published in 1849:—

last United States census, had a population of 231 only. According to Hayward, the superficial extent of the town of Middleborough is one hundred and sixty-eight and three fourths square miles; that of Newburyport, one square mile only. But,

FREE STATES.	SQ. MILES.	ACRES.
Maine,	35,000	22,400,000
New Hampshire,	8,030	5,139,200
Vermont,	8,000	5,120,000
Massachusetts,	7,250	4,640,000
Rhode Island,	1,200	768,000
Connecticut,	4,750	3,040,000
New York,	46,000	29,440,000
New Jersey,	6,851	4,384,640
Pennsylvania,	47,000	30,080,000
Ohio,	39,964	25,576,960
Indiana,	33,809	21,637,760
Illinois,	55,405	35,459,200
Michigan,	56,243	35,995,520
Iowa,	50,914	32,584,960
Wisconsin,	53,924	34,511,360
Total,	454,340	290,777,600

SLAVE STATES.	SQ. MILES.	ACRES.
Delaware,	2,120	1,356,800
Maryland,	11,000	7,040,000
Virginia,	61,352	39,265,280
North Carolina,	45,500	29,120,000
South Carolina,	28,000	17,920,000
Georgia,	58,000	37,120,000
Kentucky,	37,680	24,115,200
Tennessee,	44,000	28,160,000
Louisiana,	46,431	29,715,840
Mississippi,	47,147	30,174,080
Alabama,	50,722	32,462,080
Missouri,	67,380	43,123,200
Arkansas,	52,198	33,406,720
Florida,	59,268	37,931,520
Texas, (if bounded by *Rio Grande*,)	325,520	208,332,800
District of Columbia,	50	32,000
Total,	936,368	599,275,520

Territory north and west of Mississippi River and east of the Rocky Mountains.

	MILES.	ACRES.
Bounded north by 49° north latitude; east, by Mississippi River; south, by the state of Iowa and Platte River, and west by the Rocky Mountains,	723,248	462,878,720
Indian Territory, situated west of Arkansas and Missouri, and south of Platte River,	248,851	159,264,640
Old Northwest Territory, balance remaining east of Mississippi River, and northwest of Wisconsin,	22,336	14,295,040
Oregon Territory west of Rocky Mountains,	341,463	218,536,320
Total of old territory not organized into States,	1,335,898	854,974,720

	MILES.	ACRES.
California,	448,691	287,162,240
New Mexico,	77,387	49,527,680
Total,	526,078	336,689,920

Grand Aggregate.

	SQUARE MILES.	ACRES.
Total in Free States,	454,340	290,777,600
Total in Slave States,	936,368	599,275,520
Total in States,	1,390,708	890,053,120
Total, old territory,	1,335,898	854,974,720
Total, new territory,	526,078	336,689,920
Total,	3,252,684	2,081,717,760

greater or less, each town is indictable and punishable, if it does not maintain one or more schools. St. 1839, ch. 56, § 1. Revised Statutes, ch. 23, § 60. The law fixes the minimum, but not the maximum, of schooling.

In regard to this statutory and peremptory requisition to maintain a school, it is observable that the law is superseded, or has become obsolete, in an extraordinary way. There are but two towns in the State which do not voluntarily tax themselves for an amount of schooling many times greater than the law requires. One of these excepted towns supports its schools with the income of a fund received by donation; and the population of the other town is so small that it has no occasion for more than one school; and, therefore, the length of the year will not allow it to transcend the law so much as it doubtless otherwise would. In this respect, the towns are like a righteous man, who acts from a higher motive than a legal mandate;—who does right because it is right, and has no occasion to think of penalties as restraints from wrong.

2. All children, residing within the limits for which the above-mentioned schools are respectively established, have the right of free admission to them. The law does not specify any age, below which the right of attending the Public School does not attach, or above which, it ceases. The power of determining these questions is supposed to belong to the school committees of the respective towns. As a matter of fact, children of a very tender age are sometimes sent to school, without objection; and, in some parts of the State, it is no uncommon thing to find young men and women, from twenty to twenty-five years of age, still participating in the benefits of the Public School. St. 1849, ch. 117, § 4.

3. Besides schools for *children*, each city or town may ap-

	MILES.
Length of the Atlantic Coast to the mouth of St. Mary's River, ...	1,450
From mouth of St. Mary's River to Cape of Florida, ...	450
Gulf Coast to mouth of the Sabine River, ...	1,200
Total, ...	3,100

Those states where the public lands are situated, are generally exclusive of lakes, ponds, &c. Marshes are estimated.

The territories include such waters as are interior.

propriate such further sums of money as it may deem expedient, for the support of schools for the instruction of *adults*, in reading, writing, English grammar, arithmetic, and geography. St. 1847, ch. 137, § 1.

4. Such moneys are to be assessed, levied, collected, and paid into the treasury, in the same manner as other city or town taxes are; and are then at the disposal of the school committee of the city or town, and to be expended by them, for the purpose above-mentioned, in such manner as they may deem expedient. Ib. § 2.

5. It is left optional with each town either to subdivide its territory into school districts, or to administer its schools in its corporate capacity, and without any such subdivision. Rev. St., ch. 23, § 24. As a matter of fact, most towns are subdivided into districts. A portion of the towns maintain their schools without any such territorial subdivision.

As a general fact, the schools in undistricted towns are greatly superior to those in districted towns;—and for obvious reasons. The first class of towns,—the undistricted,—provide all the schoolhouses, and, through the agency of the school committee, employ all the teachers. If one good schoolhouse is provided for any section of the town, all the other sections, having contributed their respective portions of the expense to erect the good house, will demand one equally good for themselves; and the equity of such a demand is so obvious, that it cannot be resisted. If, on the other hand, each section were a separate district, and bound for the whole expense of a new house, if it should erect one, it would be tempted to continue an old house, long after it had ceased to be comfortable; and indeed, as experience has too often and sadly proved, long after it has ceased to be tenantable. So, too, in undistricted towns, we never see the painful, anti-republican contrast of one school, in one section, kept all the year round, by a teacher who receives a hundred dollars a month, while, in another section of the same town, the school is kept on the minimum principle, both as to time and price, and, of course, yielding only a minimum amount of benefit,—to say nothing of probable and irremediable evils that it may inflict. In regard to

supervision, also, if the school committee are responsible for the condition of all the schools, they are constrained to visit all alike, to care for all alike, and, as far as possible, to aim, in all, at the production of equal results; because any partiality or favoritism will be rebuked at the ballot-box. In undistricted towns, therefore, three grand conditions of a prosperous school,—viz., a good house, a good teacher, and vigilant superintendence,—are secured by motives which do not operate, or operate to a very limited extent, in districted towns. Under the non-districting system, it is obvious that each section of a town will demand, at least, an equal degree of accommodation in the house, of talent in the teacher, and of attention in the committee; and, should any selfish feelings be indulged, it is some consolation to reflect that they too will be harnessed to the car of improvement.

I consider the law of 1789, the germ of which may be found in the Province Law of 8 Geo. 1, ch. 1, (Anc. Ch., p. 666,) authorizing towns to divide themselves into districts, the most unfortunate law, on the subject of Common Schools, ever enacted in the State. During the last few years, several towns have abolished their districts, and assumed the administration of the schools in their corporate capacity; and I learn, from the reports of school committees, and from other sources, that many other towns are contemplating the same reform.

6. In order to constitute legal school districts, the *whole* territory of a town must be divided. The several districts must also be set off by metes and bounds. It is not sufficient to assign certain individuals by name, with their families, to a district. The town must be divided geographically. 12 Pickering's Rep. 206, *Perry* v. *Dover*. 7 Ib. 106, *Withington* v. *Eveleth*. But if certain individuals named, with their polls and *estates*, are assigned to a district, it will be valid. The assignment of *estates* will carry the real estate of the persons named. It is not necessary that the district should be included within *continuous* geographical lines. 7 Metcalf's Rep. 218, *Alden* v. *Roundsville*. Probably a large number of towns in the State, which carry on their schools on the district system, will be found, should any litigation arise, not to be legally districted.

The number of different districts, or schools,—for some districts have more than one school, and some towns are not districted,—in the State, during the school year 1848–9, was 3,748. Taking the whole area of the State at 8,200 square miles, this gives, on an average, two $\frac{1}{3}\frac{1}{3}\frac{1}{3}$ths square miles to a district or school,—a fraction more than two miles and one fifth. But there are in the State 955,283¼ acres of unimproved lands; and 360,278½ acres which are unimprovable; so that there is, upon an average, about one school to every two square miles of improved land, in the State.

7. Two or more contiguous school districts, in adjoining towns, may, with the consent of each district, and of the respective towns to which they belong, unite and form one district. Rev. St., ch. 23, §§ 49, 50. They may separate by a vote of the united district and of the towns. Ib. § 51. See *post*, under the head of "*Contiguous School Districts in adjoining Towns.*"

8. Any two or more contiguous districts may associate together and form a Union District, for the purpose of maintaining a Union School, to be kept for the benefit of the older children of such associated districts, if the inhabitants of each of such districts shall, at legal meetings called for the purpose, agree to form such union by a vote of two thirds of the legal voters of each district, present and voting thereon. St. 1839, ch. 56, § 2. St. 1838, ch. 189, § 1. These acts were passed to facilitate the classification of scholars. If two districts have seventy-five scholars each, of all the various ages admitted to the schools, each will maintain its school under almost paralyzing disadvantages. Each will have a great number of studies, and a great number of classes;—of course, there will be but little time for each class; and a teacher most eligible for the large scholars may be very unfit for the small ones, and *vice versa*. But by forming a union district, each can send twenty-five of its more advanced pupils to a union school, to be taught by a male, and retain the other fifty, to be taught by females. Thus three schools of proper size would be formed, which could be maintained for as small a sum as the two original ones would cost; and, as every teacher well knows, could be

taught with threefold the efficiency. Should a larger number of districts, or districts containing a larger number of scholars, be united, the benefits would be proportionably enhanced. See *post*, under the head of "*Union School Districts.*"

9. Any two adjacent towns, neither of which has more than two thousand inhabitants, may form themselves into one High School District, for establishing a school where the more advanced branches of knowledge may be taught, whenever a majority of the citizens of each town, in meetings called for the purpose, shall so determine. St. 1848, ch. 279, § 1. See *post*, under the head of "*High Schools for adjacent Towns.*"

10. Two districts of an anomalous character exist in the State, each of which was created by a special act of incorporation obtained from the Legislature. Unlike other districts, these chartered ones have power to tax themselves for the *general* support of schools. They have, in this respect, the same power that towns have. For school purposes, each one is a town within a town. The establishment of such districts is contrary to the general policy of the State; and though several efforts have been made, within a few years past, for the creation of similar districts in other towns, they have been unsuccessful. The objection urged against these applications is briefly this:—If the populous and wealthy part of a town has power to tax itself for the support of schools, the strongest motive to make common cause *with the whole town*, for the same object, is taken away. The privileged part of the town can have the best of schools, though all the residue of it should have the poorest. The incorporated portion may have the preponderance in respect to wealth, and a majority of the voters. If so, the rest of the town would be at their mercy, and would be obliged to accept such schools as their charity would grant. The incorporated part, having incurred the expense of providing for its own schools, must be actuated by very high motives, to do for others as it had done for itself. The whole host of selfish impulses would be arrayed against a compliance with this great law of Christian ethics. On the other hand, if the affluent and educated portion of the town can move no faster than its neighboring districts move; if the

in any year, or in each year, as they may deem expedient, in which school, instruction shall be given in the history of the United States, book-keeping, surveying, geometry, and algebra. Rev. St., ch. 23, § 6. *See the next section.*

21. For the purpose of carrying into execution the above requirements of the law, it is expressly provided that "towns," (and by a general provision of law, the word "towns" includes "cities" also, unless the latter are expressly excepted,) "shall have power to grant and vote such sums of money as they shall judge necessary for the following [among many other] purposes:—

"For the support of town schools." Rev. St., ch. 15, § 12. See also Rev. St., ch. 23, § 9.

It was for a long time a debated question, whether, under this general authority given to towns, "to grant and vote such sums of money as they shall judge necessary for the support of schools," they could "grant and vote" any more money than would be sufficient to maintain the grades of schools specified, and for the length of time specified, in the law,—that is, whether their *power* were limited by their *obligation*. This question has, at last, been carried to the Supreme Court of the State, and determined by it; and it is now decided by the highest judicial tribunal in the Commonwealth, that the statute only expresses the minimum of time and of quality, below which the schools shall never be suffered to fall, but that it allows any town to rise as high above this lowest limit, as, in its discretion, fairly and honestly exercised, it may deem best. This conclusion was deemed to be a fair inference from the language of the law, confirmed by long-continued usage, and demanded by the necessities of a republican government. *John N. Cushing* v. *Inhabitants of Newburyport*, 10 Metcalf's Rep. 508.

In the above case, the town of Newburyport, which had raised money for the support of all the schools required by law, and had supported them, also raised money to support, and did support, a female high school for the purpose of teaching book-keeping, algebra, geometry, history, rhetoric, mental moral, and natural philosophy, botany, the Latin and French

languages, and other higher branches of knowledge than were taught in the grammar schools of the town. The court held this to be a town school, within the meaning of the Revised Statutes, and that the money for its support could be legally raised by tax. Ib.

The schools of Massachusetts, therefore, are not merely *free*, but the towns have a right to make them as good, as long, and as numerous, as, in the exercise of an honest discretion, they may deem expedient.

22. Each town holds one or more annual meetings. These meetings are called *annual* because the law requires that they shall be held on some one of certain specified days, each year. Of all these meetings, due notice must be given by a public, official document, called a "warrant." Every male citizen, of twenty-one years of age and upwards, (excepting paupers and persons under guardianship,) who has resided in the State one year, and within the town, in which he may claim a right to vote, six months next preceding any meeting for the transaction of town affairs, and who shall have paid, by himself or his parent, master, or guardian, any state or county tax, which shall, within two years next preceding such meeting, have been assessed upon him in any town; and also, every citizen who shall be by law exempted from taxation, and who shall, in all other respects, be qualified as aforesaid, is a legally qualified voter upon all questions concerning town affairs; and, of course, upon all questions concerning schools and school committees. Rev. St., ch. 15, § 17; 11 Pick. 538.

23. On the day appointed the voters assemble. The article in the warrant, relative to the raising of money for the support of schools, comes up in its order for the consideration and action of the town. A specific sum must be proposed, and any voter has a right to name the sum he wishes to have raised. If any other voter deems it either too high or too low, he may propose to modify the original proposition. The whole subject of Public Education is thus thrown open. The liberal, the public-spirited, those who see in our Public School system the great upholding principle of all our institutions, and the means of advancing the civilization of the race,—who see in it both

the conservative and the progressive principle of society,—will advocate a generous appropriation. Others, who are actuated by opposite motives, if such there are, will contend for a reduction of the grant to the lowest possible amount. On the one side, the duty of a people to educate its children; their right to so much of the property of the community as is necessary for such an object; the relation of education, on the one hand, to crime and pauperism, to superstition and violence, and, on the other, to individual dignity and happiness, to social prosperity and renown, to the ability of the people to read and interpret the Scriptures for themselves, and to learn more of the attributes of God from a knowledge of his works;—all these and every other consideration which legitimately appertains to the subject, may be adduced and expounded; while all the arguments, and pretexts, and sophistries, which cupidity, and narrow-mindedness, and an aristocratic feeling dare to set forth, may be advanced on the other. Every man who has a right to vote, has a right to speak. When the discussion has closed, —which has sometimes lasted for days,—the vote is taken. The will of the majority decides the question. If exercised in good faith, there is no earthly tribunal that can reverse the decision. The vote is recorded. The amount is certified to the assessors, is levied upon the inhabitants, and collected from them, in the same manner as all other town taxes are levied and collected. Rev. St., ch. 23, § 9.

Thus annually, in these primary meetings, the great vital principles on which society is organized are subject to be brought under review, in the presence of the whole people. The claims of the future upon the present, the duty of parents towards children, of ancestors to posterity, may be rehearsed or discussed anew, with every returning year.

It is obvious, that, in a free government, the cause of Popular Education cannot advance without a corresponding advancement of the people. Hence, he who would improve the schools must enlighten the public. The work is slow, like the uprising of a coralline rock from the bottom of the ocean; but when it has once spread out its broad foundations and reached the surface, it will defy the tempests and billows of

popular commotion; for nothing but some great catastrophe of nature can upheave or overwhelm it.

When collected, the school money is deposited in the hands of the town treasurer.

24. In all towns whose territory is divided into districts, an important question now arises, respecting the principles on which the money shall be apportioned among them. The authority to apportion the money is vested exclusively in the towns. It is doubtful whether any other power, so important and so liable to abuse, has ever been conferred upon a municipal corporation, without some right of appeal or redress, in case of mal-administration.

The circumstances of the districts are exceedingly various. Some contain but half a dozen scholars; others as many hundreds. Some have only a few small and poor farms; in others, there is a concentration of wealth. Hence, in a town containing a dozen districts, it often happens that a majority of them pay but a small portion of the school tax, while the residue of it is principally derived from a few of the rest. It is obvious, therefore, that no specific rule can be devised for cases so various. This is probably the reason why the law has submitted all questions, relative to the distribution of the school money among the districts, to the towns respectively. The manner of distribution has been quite as various as the circumstances which the towns have had to consult. In some cases, where no striking inequalities existed in the condition of the districts, the money has been equally distributed among them. In other cases, one third, one half, two thirds, three fourths, or some other fractional part, has been divided equally among the districts, and the residue, according to the number of children they respectively contained, between the ages of 4 and 16 years; or between the ages of 4 and 21. In some, the division has been made according to the number of heads of families in each district; and, in others, according to the number of houses in each! Devices have been innumerable, and, for want of recognizing a natural standard, the most arbitrary ones have been adopted. Public attention had never been called to this subject, until the year 1844. In that year, the basis of

distribution, adopted by the several towns in the State, was ascertained and published. (See Eighth Annual Report of the Board of Education, pp. 79–97, and 7th volume Common School Journal, pp. 102–114.) There is reason to fear that, in many cases, an equitable principle of distribution has not been applied. The stronger districts, being able to out-vote the weaker, have sometimes assigned to themselves the lion's share. The principle of distribution advocated in that Report was, *the bestowment of equal school privileges upon all the children in the town, whether they chanced to belong to a large district or to a small one, to a rich district or to a poor one.*

The amount and quality of education which a child should receive from the town of its nativity or residence, should not depend upon his being born or having his home on one side or the other of a school district boundary, arbitrarily drawn. The republican and the Christian doctrine is,—the bestowment of equal privileges upon all, and then let the fortunes of each individual depend upon the use which he makes of the privileges bestowed.

25. We have now arrived at a point in the order of proceedings, where the money for the current expenses of the schools has been voted by the town, collected, and deposited in the town treasury, and the principles which are to regulate its distribution have been made known. But this money may not have been designed to cover *all* the expenses incident to the support of the schools. In cases where the towns are districted, it is specifically restricted to the three following items:—the wages of teachers, the board of teachers, and fuel for the schools. St. 1846, ch. 223, § 2.

A suitable house must be provided, in which the school may be kept, and the house must be properly furnished for the convenience of teacher and scholars.

26. When a town is not divided into districts, the duty of erecting and furnishing schoolhouses must be performed by the town in its corporate capacity. Rev. St., ch. 23, § 24.

27. And even when a town chooses to divide itself into districts, it may still, in its corporate capacity, erect, own, and

furnish all the schoolhouses, and retain the control over them. Rev. St., ch. 23, §§ 32, 28.

28. When a town which has been districted wishes either to abolish its districts, or to resume its right of ownership and control over the schoolhouses, a convenient and equitable mode of proceeding is, for the town to cause an appraisement of the value of all the existing schoolhouses to be made, to levy a tax sufficient for the erection of new ones, in all the districts, and then to remit to the tax-payers of each of the districts a proportion of the tax equal to the value of its house. In this way, all the houses become the common property of the town, and if any district has just provided itself with a suitable building, it is exempted from a further assessment; it pays its tax by surrendering its house.

I now proceed to consider the important subject of

SCHOOL DISTRICTS.

29. These are formed by the town,—the voters in each district having no further power, in giving them shape or extent, than that which they possess as voters in the town. Rev. St., ch. 23, § 24.

A town has authority to alter the limits of all its school districts, or of any of them. 15 Pick. 35, *Allen* v. *Westport;* 4 Mass. 534, *Richards* v. *Duggett.*

30. But no town can be districted anew, for school purposes, so as to change the taxation of lands of proprietors, into districts using different schoolhouses, oftener than once in ten years. St. 1849, ch. 206.

Where districts exist, it is apparent that they must be invested with certain powers, by which they can perform their duties and protect their rights.

31. In Massachusetts, each school district is a body corporate. It can prosecute or defend, in any action relating to the property or affairs of the district. Rev. St., ch. 23, § 57.

32. Individual members of a district, however, have no right to appear and be heard in defence of an action against the district, on the ground that they have an interest in the re-

sult. *Lane* v. *School District in Weymouth*, 10 Metcalf's Rep. 462.

33. A district has power, as a corporation, to take and hold, in fee simple or otherwise, any estate, real or personal, which may be given to it, or purchased by it, for the support of a school or schools in the district. Rev. St., ch. 23, § 58.

34. The inhabitants of any school district, qualified to vote in town affairs, may, at any meeting legally called for the purpose, raise money for erecting or repairing schoolhouses in their respective districts; for purchasing or hiring any buildings to be used as schoolhouses, and land for the use and accommodation thereof; and for purchasing fuel, furniture, or other necessary articles for the use of schools; they may also determine in what part of their respective districts such schoolhouses shall stand, and may choose any committee to carry into effect the provisions aforesaid. Rev. St., ch. 23, § 28.

Every school district must be organized,—that is, it must have a class of officers by whom its records can be made, kept, and authenticated, and who can execute its legally expressed will.

35. Where, however, an action was brought in the name of a school district which was not duly organized, and while the action was pending, the district organized itself legally, and ratified the prosecution of the action, the ratification was held to be valid and effectual, and the action was sustained. *Stoneham* v. *Richardson*, 23 Pick. 62.

36. The selectmen of all towns, divided into school districts, and the prudential committees of all such districts, upon application made to them, respectively, in writing, by three or more residents in any district, who pay taxes, must issue their warrant directed to one of the persons making such application, requiring him to warn the inhabitants of such district, who are qualified to vote in town affairs, to meet at such time and place in said district, as shall be expressed in the warrant. Rev. St., ch. 23, § 46.

37. The warning above described must be given seven days at least before the time appointed for the meeting, and it must be either by personal notice to every voter in the district, or

by leaving at his last and usual place of abode a written notification, expressing therein the time, place, and purpose of the meeting. Rev. St., ch. 23, § 47.

38. After a district meeting has been once legally called, and the district organized, the voters may, at any regular meeting, having an article in the warrant for the purpose, prescribe the mode of warning all future meetings of the district. They may also direct by whom, and in what manner, such meetings shall be called. Rev. St., ch. 23, § 48.

It is a general principle that no business can be legally transacted in any meeting, of which due notice has not been given by the insertion of an article in the warrant, calling the same. 10 Pick. 543, *Little* v. *Merrill.*

39. But where an *application* for calling a meeting of a school district contained, in precise and enumerated articles, the objects of the meeting, and such application was *annexed* to the warrant for calling the meeting, and the person, to whom the warrant was addressed, was therein directed to warn the inhabitants of the district to meet for the purpose of acting on the articles named in such annexed application, it was held that those articles were a part of the warrant, as effectually as if embodied in it. *George* v. *School District in Mendon*, 6 Metcalf's Rep. 497.

40. So, in the case of *Alden* v. *Rounsville*, 7 Metcalf's Rep. 218, the following article was inserted in the warrant:—"To act any thing in relation to the limits of school districts, that the town may see cause." When the town came to act on this article, a petition from the inhabitants of four school districts was presented, and the town voted to refer the whole subject to the selectmen. At an adjourned meeting, the selectmen made a report, recommending that said four districts be formed into three only; and their report was recommitted to them "to divide said districts." In the warrant for a subsequent town meeting, were the following articles:—"To hear all reports of committees, and act thereon;" "to act any thing in relation to the limits of school districts, or relating to individuals or parts of districts, who may wish to be set off from one district to another," &c. It was held, that these articles

were sufficient to authorize the town at the last meeting to accept the report of the selectmen making three districts out of said four, and to establish those three districts.

41. But at a meeting of a school district, duly called by a warrant of the selectmen "to choose a district committee, and to act on other business that may be thought necessary," it was voted that future meetings should be warned by the clerk of the district; and, at a future meeting so warned, a sum of money was voted to be raised, which was afterwards assessed by the assessors of the town. The court held that the vote at the first meeting, authorizing the clerk to warn future meetings, was invalid, as there was no article in the selectmen's warrant concerning the calling of future meetings, and therefore the subsequent meeting, and the grant and assessment of the money, were illegal. The clause "to act on other business that may be thought necessary," was not sufficiently specific. *Little* v. *Merrill*, 10 Pick. 543.

42. A freeholder, to whom a warrant was directed for calling a school district meeting, returned thereon that "he had warned all the legal voters" in the district "to meet at the time and place and for the purposes within mentioned." It was held that the return was defective in not specifying *how* notice was given, or *how long* before the time of the meeting. *Perry* v. *Dover*, 12 Pick. 206.

43. But the return of a person to whom a warrant was directed to warn a meeting of the inhabitants of a school district, pursuant to the statute of 1799, ch. 66, § 4, certifying that he had warned the inhabitants of the district in the manner required by the statute, was held to be conclusive evidence of the fact, in an action against the assessors for assessing a tax voted to be raised at such meeting. *Saxton* v. *Nimms*, 14 Mass. 315.

44. It is the first duty of the qualified voters, after having been legally warned, and having assembled, to choose a moderator. They must then choose a clerk. The clerk must be sworn to the faithful discharge of the duties of his office, by the moderator, in open meeting, or by a justice of the peace. When qualified by taking the oath of office, the clerk must

make a fair record of all votes passed at the meeting, and certify the same when required. The clerk is to hold his office until another is chosen and sworn in his stead. Rev. St., ch. 23, § 27.

45. The clerk of a school district is liable only for a want of integrity on his part. Should the district pass any illegal vote for raising money by tax, the district is itself liable for the illegality of its proceedings; but if the clerk has certified truly, to the assessors of the town, the votes of the district, he is not liable. Rev. St., ch. 23, § 29.

46. In a book of records of a school district, it did not appear that, at a certain meeting, there was an election of a prudential committee; and another record was introduced, which the clerk of the district testified contained a true record of the meeting, and in which the election of such a committee was entered. He further testified that both these records were made by him, soon after the meeting, from loose memoranda put on paper at the time of the meeting. It was held that the election of the committee was duly proved, the records not being contradictory, and both being originals, and the one which contained the entry of the election of equal validity with the other. *Williams v. Lunenburg*, 21 Pick. 75.

47. Where the clerk of a school district removed into an adjoining district, but within the same town, and another was chosen in his stead, but not sworn, it was held that the first continued competent to act as clerk. Ib.

PRUDENTIAL COMMITTEES.

48. It is optional with the town, even after it has divided its territory into school districts, either to choose a prudential committee for the several districts belonging to the town, or to decide that each district shall choose its own. Rev. St., ch. 23, §§ 25, 26.

49. By whomsoever chosen, the prudential committee must be a resident of the district for which he is chosen. Ib.

50. Whenever a town determines that teachers shall be selected and contracted with by the prudential committees of the several districts, such town or district may elect three per-

sons instead of one, as its prudential committee. Rev. St., ch. 23, § 25. St. 1839, ch. 137.

If the town chooses the prudential committees, then the town will determine whether they shall consist of one or of three; if the town delegates this choice to the districts, then the districts will determine.

51. Primarily, it is the duty of the superintending school committee to select and contract with all the teachers for the district schools. But if any town so chooses, it may vote to transfer this duty from the superintending to the prudential committees. St. 1838, ch. 105, § 2. Rev. St., ch. 23, § 25.

There must be an article in the warrant for the above purpose, and it is supposed that the vote has validity only during the school year for which it is passed. If so, then the vote must be renewed each year, or else the duty of selecting teachers and contracting with them will devolve upon the superintending committee.

52. The duties of the prudential committee, by whomsoever chosen, are as follows:—

First. If the district owns a schoolhouse, he is to keep it in good repair, at the expense of the district. Rev. St., ch. 23, § 25. This does not require a previous vote of the district, directing or requiring the committee to put the house in proper order. If a window pane is broken; if a window blind loses a hinge or a fastening, or a door is without a latch, or the plastering has fallen from the walls, or the room needs whitewashing, or is tight and without a ventilator, or the seats need repairs to make them comfortable, or if the windows have neither blinds nor curtains;—in all these and all similar cases, it is the duty of the prudential committee to repair the injury, or supply the defect. So in regard to chairs, shovel, tongs, andirons, brooms, mats, door-scrapers, sink, water-pail, dippers, or tumblers, &c. &c. Emphatically, if the schoolhouse be without an appendage which modesty and decency require, and which may prevent unchaste thoughts and indecent exposures from maturing into an unchaste life, it is believed to be the immediate duty of the prudential committee to supply it.

53. *Second.* If the district owns no schoolhouse, then the

prudential committee is to provide a suitable place in which the school may be kept. The place provided must be a "suitable" one; but whatever is incompatible with comfort, or injurious to health; whatever embarrasses the teacher in communicating knowledge, or retards the children in acquiring it, cannot be held "suitable" by any reasonable tribunal. The comprehensive expression of the law is, that the committee shall "provide all things necessary for the comfort of the scholars." Rev. St., ch. 23, § 25. 21 Pick. 199, *Medford* v. *Medford.*

For all the above-mentioned purposes, the prudential committee has the whole credit of the district at his command. Their property is at his disposal. He must make these provisions, and the district must pay for them. They cannot prohibit him by any vote. He derives his power from the law, and the district cannot repeal a statute of the Commonwealth.

If an execution be obtained against the district, on account of a liability properly incurred by the prudential committee, it may be levied upon the property of any individual belonging to the district; and this is so even if the district has corporate property liable to be taken. 6 Metcalf's Rep. 546, *Gaskill* v. *Dudley.*

For no one of the above purposes can the prudential committee take any part of the money raised by the town for the support of schools. They are charges upon the district, and the district must raise the money necessary to defray them.

It has often happened that the prudential committee has been seriously embarrassed for want of a small sum of ready money in his hands, to pay for trifling repairs, or to purchase necessary articles of small value. It is true, he may bind the whole property of the district by any contract he may make; but to impose upon the district and the town all the trouble and expense incident to the levying and collecting of a small tax, is what a good citizen is reluctant to do, unless under circumstances admitting of no alternative. Formerly, and before the illegality of such a course was pointed out, it was customary for the prudential committees to abstract a portion of the money raised by the town for the support of schools, in order

to defray these contingent expenses. But such a course is clearly without warrant, and may subject all parties concerned in it to legal animadversion. As the law now stands, the proper way to meet these petty contingencies is, for the district to vote a small sum,—ten, twenty, fifty, or more dollars, according to its circumstances and probable needs,—to be placed in the hands of the prudential committee, and to be by him applied to defray this class of expenses, as they may arise,—he, of course, being accountable to his successor, at the end of his official term, for any surplus remaining in his hands.

54. *Third.* The prudential committee is to provide fuel for the schools. The expense of fuel may be taken from the money appropriated by the town,—St. 1846, ch. 223, § 2;—or the district may raise money for this purpose by a tax. Rev. St., ch. 23, § 28.

55. *Fourth.* When an express vote of the town, passed for the then current year, has transferred the duty of selecting and contracting with teachers from the superintending to the prudential committee, the duty of making such selection devolves upon the latter. Rev. St., ch. 23, §§ 25, 28; St. 1839, ch. 105, § 2. But it is not legally possible, under any circumstances, for the prudential committee to make an absolute, unconditional contract with any person for keeping a school. He cannot appoint a *teacher;* he can only nominate a *candidate for teaching*. The person selected must be approved by the superintending committee, before he can legally commence the school. Such an approval ratifies the act of the prudential committee; but the act without such ratification is void. Rev. St., ch. 23, § 14.

56. *Fifth.* The prudential committee must give such information and assistance to the school committee of the town as may be necessary to aid them in the discharge of their duties. Rev. St., ch. 23, § 25. Under this specification of duty, the prudential committee is bound,—

1st. To cause the candidate to appear before the superintending committee, at such time and place as they may have appointed, for examination;—and the prudential committee should, if practicable, be present at the examination.

2d. To ascertain whatever, by diligent and careful inquiry, he can, respecting the moral character of the candidate he presents, his previous history, and his success as a teacher if he has ever taught school before, and what means he has taken to qualify himself for teaching.

3d. To give the superintending committee due notice of the time when the school will begin, and also of the time when it will close, so that they may visit it according to law.

4th. To give the superintending committee the earliest information of any danger, from any cause within their jurisdiction, which may impend over the school, and threaten to impair its usefulness.

The prudential committee and the superintending committee are different hands of the same body, and if they are not animated and moved by a common spirit, either one can defeat the most praiseworthy efforts of the other.

57. In all cases where, through neglect or other cause, no prudential committee shall be chosen for any school district, the superintending school committee must perform all the duties of the prudential committee. Rev. St., ch. 23, § 31. The rule would doubtless be the same, if a prudential committee should die, remove, or be otherwise disabled, or resign, and no successor should be appointed.

58. So, too, if any district should neglect or refuse to establish a school and provide a teacher for the same, it becomes the duty of the superintending committee to establish such school, and to provide a teacher therefor, as the prudential committee should have done. Rev. St., ch. 23, § 45. See also *post*, 104.

59. In an action against a school district, to recover the rent of a schoolroom, hired by the prudential committee of the district, he is competent to testify to the contract made by him, and to the fact of the keeping of a district school in such room. *Allen* v. *Westport*, 15 Pick. 35.

60. It is no defence to such action that the school was partly supported by private contributions, and so was continued longer than it otherwise would have been, or that the instructors were not legally employed or duly qualified for their situa-

tions, or that there was no legal appropriation or distribution by the town of the funds raised for the support of schools. Ib.

DISTRICT SCHOOLHOUSES.

61. To enable towns and districts to construct schoolhouses after the most approved models, one copy of a work entitled, "School Architecture for the improvement of schoolhouses," by Henry Barnard, Esq., is furnished, at the expense of the State, to the clerk of each town and city. Res. 1849, ch. 70.

62. If the town does not provide the schoolhouses, it is the duty of the districts, respectively, to do so. Rev. St., ch. 23, §§ 25, 32.

63. The voters of any regularly constituted school district may raise money for erecting or repairing a schoolhouse, or for purchasing or hiring any building to be used as a schoolhouse, and land for the use and accommodation thereof. They may also raise money for purchasing fuel, furniture, and other necessary articles for the use of the school or schools. Rev. St., ch. 23, § 28. *Ante*, 34.

64. But a district, after having voted to raise money, may, at any time before it is assessed, rescind the vote. *Pond* v. *Negus*, 3 Mass. 280.

65. The district may determine where their schoolhouse shall stand, and they may choose any committee to carry into effect any of the above-named powers. Ib.

66. If the voters of a district cannot determine where to place their schoolhouse, the selectmen of the town to which the district belongs, upon application made to them by the committee appointed to build or to procure the schoolhouse, or by five or more of the legal voters of the district, shall determine where such schoolhouse shall be placed. Rev. St., ch. 23, § 30.

67. Whenever a suitable place shall have been designated by any town, or by any school district, for the erection of a schoolhouse and necessary buildings, and the owner of the land so designated shall refuse to sell the same, or shall demand a price therefor which, in the opinion of the selectmen, is unreasonable, the said selectmen, with the approbation of the

town, may proceed to select, at their discretion, a schoolhouse lot, and lay out the same, not exceeding in quantity forty square rods, and to appraise the damages to the owner of such land, in the same way and manner as is provided for laying out townways and appraising damages sustained thereby; and upon payment, or tender of payment, of the amount of such damages, by the town or district designating such schoolhouse lot, to the owner thereof, the said land may be taken, held, and used for the purpose for which it was designated. St. 1848, ch. 237, § 1.

68. But if the owner of such land feels aggrieved by the selection of such lot, or by the amount of damages awarded for it, he is entitled to have the matter of his complaint tried by a jury, which may be applied for within one year after the location of the lot, and the county commissioners are bound to order a jury accordingly. The jury have power to change the location of the lot, and to re-assess the damages. The proceedings in all respects are to be conducted in the same manner as is provided in cases of damages occasioned by laying out highways. If the jury shall increase the damages, or change the location, then the damages and all charges shall be paid by the town or district for whose benefit the lot was selected; otherwise, the charges which may arise on such application shall be paid by the applicant himself. Ib. § 2.

69. The land so taken can be held and used for no other purpose than that for which it was taken; and upon the discontinuance upon the same, for one year, of such a school as may be required by law at the time of such discontinuance, the land will revert to the original owner, his heirs or assigns, disencumbered of the easement or lien to which it had been subject. Ib.

70. It may happen that a majority of the voters in a district may be opposed to assessing upon themselves the requisite sums of money for any of the purposes for which a district is authorized to raise money. To prevent the evils which might follow, if, at any time, the district should fall under the power of perverse or avaricious men, it is provided that any five inhabitants of the district, who pay taxes, may make application

in writing to the selectmen of the town in which the school district is situated, requesting them to insert, in their next warrant for a town meeting, an article requiring the opinion of the town relative to the expediency of raising such moneys as were proposed in the warrant for the district meeting; and if the majority of the voters present in such town meeting shall think the raising of any of the sums of money, proposed in said warrant, to be necessary and expedient, they may vote such sum as they shall think necessary for the said purposes, and the same shall be assessed on the polls and estates of the inhabitants of such district, and it may be collected and paid over for the use of the district. Rev. St., ch. 23, § 44.

71. If, however, the inhabitants of the district neglect or refuse to choose a committee to expend the money so voted by the town, for the purpose for which it was voted, then the town may empower its board of selectmen, or its school committee, or it may choose a special committee to superintend the laying out of the money so voted. In such case, the money must be paid over, not to the district but to the committee authorized to expend it. St. 1848, ch. 274.

72. When a town abolishes the school districts and forms new ones, the legal title to the existing schoolhouses vests in those of the new districts within whose territory they happen to fall. *Stoneham* v. *Richardson*, 23 Pick. 62.

73. A school district, at a meeting legally held, voted to build a schoolhouse, chose a building committee, and instructed said committee to make a written contract with M, to build the house for a certain sum, pursuant to M's proposal. The meeting was then adjourned. At another meeting, called and held before the day to which the former meeting was adjourned, the district voted to build a schoolhouse on a plan then first proposed by D; to purchase a site therefor according to a proposal then first made; to raise and appropriate a certain sum for building the house and purchasing the site thereof; and chose a building committee to oversee the erection of the house, to enter into a contract with D for the building thereof, according to the plan proposed by D, and to take a deed of the site. It was held, that the votes of the second meeting, by necessary

implication, rescinded the votes passed at the first, and that they were legal and binding. *George* v. *School District in Mendon*, 6 Metcalf's Rep. 497.

74. Where a school district accepted the proposals of a builder to erect a schoolhouse for a certain sum, with liberty to build a public hall over the same as the builder's property, he allowing the district to have the use of the hall, free of charge, for meetings of the district, for examination of the schools, &c.; and the house was so built; it was held that the district had not exceeded its authority, and that a tax to pay for the house was legally assessed. Ib.

SCHOOL DISTRICT TAXES.

75. Whatever moneys a school district has legally voted to raise by tax, must be certified by the clerk of the district to the assessors of the town. Within thirty days after the receipt of the certificate, the assessors are required to assess the moneys so certified, in the same manner as town taxes are assessed, upon the polls and estates of the tax-payers in the district and on all lands liable to be taxed therein. Rev. St., ch. 23, § 37. *Williams* v. *Lunenburg*, 21 Pick. 75.

76. Having made the assessment, the assessors must issue their warrant and direct it to one of the collectors of the town, requiring him to collect the tax so assessed, and to pay the same to the treasurer of the town, within a time to be limited in the warrant. A certificate of the assessment must also be made by the assessors, and delivered to the treasurer of the town. Rev. St., ch. 23, § 38.

77. This last provision, in relation to the certificate of the assessment to be delivered to the treasurer, is necessary, because, if the moneys are not collected and paid over to said treasurer at the time specified in the warrant, he is authorized to enforce their collection and payment in the same manner as in the case of moneys raised by the town for its own use. Rev. Stat., ch. 23, § 41.

78. Every collector has the same powers, in regard to the collection of a district tax; all assessors have the same power in regard to the abatement, in whole or in part, of the same; and the collector, assessors, and treasurer are respectively enti-

tled to the same compensation for services performed in relation to a district tax, as for the like services in respect to town taxes. Rev. Stat., ch. 23, §§ 40, 43, 42.

79. In raising and assessing money, in the several school districts, every inhabitant of the district must be taxed, in the district in which he lives, for all his personal estate, (see below, 81,) and for all the real estate which he holds in the town, being under his own actual improvement; and all other of his real estate, in the same town, shall be taxed in the district in which it lies. Rev. Stat., ch. 23, § 33.

80. In the assessment of all taxes, pursuant to the preceding paragraph, all real estate and machinery, belonging to manufacturing corporations, must be taxed in the districts where the same are situated, (see below, 81;) and in assessing the shares in such corporation, for the like purposes, the value of said machinery and real estate shall be first deducted from the value of such shares. Rev. Stat., ch. 23, § 34.

81. All stocks in trade, including stock employed in the business of manufacturing, or of any of the mechanic arts, in towns within the State, other than where the owners reside, must be taxed in those towns, if the owners hire or occupy manufactories, stores, shops, or wharves therein, whether the said stocks in trade, or the goods, wares, and merchandise, or other property composing the same, are within said towns, on the first day of May, of the year when the tax is made, or elsewhere. St. 1839, ch. 139, § 1.

82. Whenever the real estate of a non-resident owner shall be taxed to such owner, it may be taxed in such district as the assessors of the town shall determine; and the said assessors, before they assess a tax for any district, must determine in which district the lands of any such non-resident shall be taxed, and certify their determination to the clerk of the town, who shall record the same; and such land, while owned by any person resident without the limits of the town, shall be taxed in such district accordingly, until the town shall be districted anew. Rev. St., ch. 23, § 35. St. 1849, ch. 206.

83. All the lands, within any town, owned by the same person, not living therein, must be taxed in the same district. Rev. St., ch. 23, § 36.

84. The moneys collected and paid over to the town treasurer, in the manner above described, for the use of any district, are then at the disposal of any committee appointed by the district, to be by them applied to the building or repairing of schoolhouses, or to the purchase of buildings to be used as schoolhouses, or to the purchase of land for the sites of schoolhouses, or to any other purpose for which the district may lawfully raise money, according to the votes or directions of the inhabitants of the same. Rev. St., ch. 23, § 39.

85. If, after a tax has been voted and assessed on the inhabitants of a school district, part of the district is set off to another district, the inhabitants of such part still remain liable to pay the tax. *Waldron* v. *Lee*, 5 Pick. 323.

86. But if, after the inhabitants of a school district have voted to raise money for building a schoolhouse, and before the same is assessed, the limits of the district be altered, and a new district be formed by the town, the vote to raise the money is annulled, and the assessment cannot be legally made. *Richards* v. *Daggett*, 4 Mass. 534.

87. Moneys voted to be raised by a school district, for the building and repairing of a schoolhouse, pursuant to statute 1799, ch. 66, were held to be legally assessed by assessors chosen after such vote. *Pond* v. *Negus*, 3 Mass. 230.

88. It was held not necessary that such vote should be certified by the district clerk, to the assessors in office at the time the vote passed, but that it might be certified to assessors chosen afterwards. Ib.

89. It was also held unnecessary for the assessors to make the assessment within *thirty* days from the date of the certificate of the district clerk; the naming of the time for the assessment being directory to the assessors, and not a limitation of their authority. Ib. *Williams* v. *Lunenburg*, 21 Pick. 75.

90. Should the assessors make an illegal assessment, and issue their warrant to collect the money, they may revoke their doings, and make a new assessment and issue a new warrant, without a second certificate from the district clerk; or, if their office should expire before making such new assessment, or, if they should neglect, or have no time to make any

assessment, the district clerk may make a second certificate to their successors, who may make the assessment. *Pond* v. *Negus*, 3 Mass. 230.

91. If a school district vote that the money raised by them, for the purpose of building or repairing a schoolhouse, shall be paid within a certain time, the assessors may, notwithstanding such vote, make the assessment after the expiration of the time of payment expressed in the vote. Ib.

92. Should assessors omit, through error of judgment, or mistake of law, to assess on an individual a school district tax, such omission would not invalidate the assessment as against other persons. *Williams* v. *Lunenburg*, 21 Pick. 75.

93. Nor would a tax assessed upon the inhabitants of a school district be rendered void by the omission of the assessors, through misinformation, mistake of fact, or error of judgment, to assign the real estate of one or more non-resident owners to any school district. *George* v. *School District in Mendon*, 6 Metcalf's Rep. 497.

94. But, where stat. 1826, ch. 143, § 11, (Rev. St., ch, 23, § 35,) required assessors, before assessing any school district tax, to determine in which district the lands of persons residing out of the limits of the town, should be taxed, and to certify in writing, their determination to the clerk of the town whose duty it was to record the same, and a school district tax was asssessed, and the assessors failed to comply with the above directions, the assessment was held invalid. *Taft* v. *Wood*, 14 Pick. 362.

95. In an action against a school district, to recover back a tax which had been paid to a collector *de facto* of the town, it was held that it was not open to the plaintiff to object that the officer had not been duly elected and sworn. *Williams* v. *Lunenburg*, 21 Pick. 75.

96. In an action against a school district, to recover back money paid for a school district tax, the plaintiff objected that the meeting at which the tax was voted, was called by a prudential committee, elected at a meeting warned under an irregular warrant. It was held that the question of the regularity of this warrant was not open; it was sufficient that the committee was a committee *de facto*. Ib.

97. It seems, in general, that an inhabitant of a school district cannot bring an action against the town for money collected on an illegal assessment upon the district, but the money is received by the town treasurer when paid over to him, as agent of the district. *Perry* v. *Dover*, 12 Pick. 206.

98. All property belonging to Common School districts, the income of which is appropriated to the purposes of education, is exempt from taxation. St. 1843, ch. 85.

CONTIGUOUS SCHOOL DISTRICTS IN ADJOINING TOWNS.

99. In treating of the territorial division of the State for school purposes, it was mentioned, that any two or more contiguous school districts, in adjoining towns, may, with the consent of each district, and of the respective towns to which they belong, unite and form one district. *Ante*, p. 38. Rev. St., ch. 23, § 49.

100. But no districts can be so united unless the inhabitants of each, at a legal meeting called for the purpose, shall agree thereto; nor unless the towns to which such districts belong, shall, at legal town meetings, called for the purpose, assent to such union. When any such vote shall be passed by any school district, the clerk of the district must forthwith send a certified copy of the vote to the clerk of his town. Rev. St., ch. 23, § 50.

101. Whenever the voters of such united districts shall, at any legal meeting called for the purpose, deem it expedient to separate, and again resolve themselves into their original districts, they may do so, first obtaining the consent of their respective towns. Rev. Stat., ch. 23, § 51.

102. The first meeting of such united district shall be called in such manner as may be agreed upon by the respective districts, at the time of forming the union; and the united district may, from time to time thereafter, prescribe the mode of calling and warning the meetings, in like manner as other school districts may do. Rev. St., ch. 23, § 52.

103. Such district, at its first meeting, and annually thereafter, must choose a prudential committee, who shall receive and expend the money, raised and appropriated in each town,

for said united district, and shall possess all the powers, and discharge all the duties, allowed or prescribed to the prudential committees of other districts. Rev. St., ch. 23, § 53.

No provision is made for the case that would occur if one of the towns containing a part of the united district should authorize its prudential committees to select and contract with teachers, and the other town should give no such authority.

104. At the time of voting to raise any money by such united district, the voters must determine the amount to be paid by the inhabitants in each town,—which amount must be in proportion to their respective polls and estates; and the clerk of the united district must certify such vote to the assessors of each of the towns to which the territory of the district belongs. Rev. St., ch. 23, § 54.

105. All moneys duly voted to be raised by any such united district shall be assessed, by the assessors of the respective towns, upon the polls and estates of the inhabitants of the district, and collected in the same manner in which taxes are assessed and collected in other school districts. Rev. St., ch. 23, § 55.

106. The respective school committees of the towns, from which such united district is formed, must discharge the duties of school committee for the district, in alternate years, commencing with the most ancient town. Rev. St., ch. 23, § 56.

UNION SCHOOL DISTRICTS.

107. In speaking of the territorial division of the State for school purposes, the power of any two or more contiguous districts to unite for the purpose of forming a Union School district, and also the design, benefit, and preliminary conditions of such union, were mentioned. St. 1838, ch. 189, § 1. *Ante*, p. 38.

108. Every union district thus formed is a body corporate, possessing all the powers of other school districts in relation to prosecuting and defending suits at law, or holding real or personal property. Such a name may be given to such district as may be determined by itself at its first meeting. Ib. § 2.

109. The first meeting of such union district must be called

in such manner, and at such time and place, as may be agreed upon by the several associated districts respectively, by a vote of the same, at the time of forming the union; and the union district may, from time to time thereafter, prescribe the mode of calling and warning the meetings thereof, in like manner as other school districts may do, and may also determine at what time its annual meetings shall be held. Ib. § 3.

110. Such union district, at the first meeting thereof, must choose, by ballot, a clerk, who shall be sworn in the same manner, and shall perform the same duties, as are prescribed in relation to the clerks of other school districts, and shall hold his office until another shall be chosen in his stead. Ib. § 4.

111. Such union district, at any legal meeting called for that purpose, may raise money for erecting, purchasing, renting, or repairing any building to be used as a schoolhouse for the union school, and for purchasing or renting land for the use and accommodation thereof; also, for purchasing fuel, furniture, and other necessary articles for the use of said school; and in assessing and collecting a tax or taxes for the above purposes, such proceedings must be had as are prescribed by law for other school districts. (See *ante*, pp. 59–63.) The union district may also determine where its schoolhouse shall stand, and in case the location thereof be not determined by said district, the same must be referred to the selectmen of the town, in the same manner as is provided in the case of other districts. (See *ante*, p. 56.) A union district has power to choose any committee to carry its legally expressed purposes into effect. Ib. § 5.

112. The prudential committees of the respective districts forming the union district shall, together, constitute the prudential committee of the union district; and they have all the powers, and are bound to discharge all the duties, in relation to the school and schoolhouse of the union district, which are prescribed to other prudential committees in relation to the schools and schoolhouses of their respective districts. Ib. § 6.

113. The prudential committee of the union district must also determine the ages and qualifications of the children of the associated districts, who may attend the union school, and

they must also determine what proportion of the money, raised and appropriated by the town for each of the districts composing the union district, shall be appropriated and expended in paying the instructor or instructors of the union school; subject, however, in both the above cases, and in all other matters relating to said school, to any votes of said union district that may be passed at any legal meeting thereof. But the schools in each of the associated districts must continue to be maintained, in the same manner as though no union district had been formed. Ib. § 7.

Should one of the associated districts have a prudential committee consisting of three persons, while the prudential committee of the other, or others, of said associated districts should consist of but one, it is presumed that, in voting, the three would have the power of giving but one vote.

114. The school committee of the town in which a union district may be located, are invested with the same powers, and must perform the same duties, in relation to such union school, as are prescribed to them in relation to district schools. Ib. § 8.

HIGH SCHOOLS FOR ADJACENT TOWNS.

115. There is a further provision for the union of two adjacent towns for the purpose of forming a high school. No such union, however, can be formed by any town, or with any town, whose population exceeds two thousand. The language of the law is also clear and express, that "a majority of the citizens of each town," (and not merely a majority of the voters legally assembled in town meeting,) is necessary to make such union a valid one. St. 1848, ch. 279, § 1.

116. The school committees of the two towns, so united, must elect one member from each of their respective boards, and the two, so elected, will form the committee for the management and control of such school. These two persons are invested with all the powers which the law confers upon school committees and prudential committees. St. 1848, ch. 279, § 2.

117. If the associated towns vote to erect a schoolhouse,

this committee has the power of determining its location; if the towns make no provision for a schoolhouse, then the committee may cause the school to be kept alternately in the two towns. Ib. § 3.

118. Unless the towns otherwise agree, (which they have power to do,) all expenses of what kind soever, caused by such school, are to be borne by the two towns according to the proportions which they pay of the county tax. Ib. § 4.

The course of proceedings has now been traced from the territorial division of the State into towns, and of towns into districts, to the raising and apportioning of money for the support of schools, and the erection, furnishing, and warming of the schoolhouses. We have now the districts, the houses, and the money for sustaining the schools. The provisions for supplying teachers and for superintending the schools remain to be mentioned. This leads to a consideration of the powers and duties of

SCHOOL COMMITTEES.

119. The inhabitants of every town, at their annual meeting, must choose, *by written ballots*, a school committee, consisting of three, five, or seven persons. The powers to be exercised by this committee are expressed in the most general and comprehensive terms. They are to "have the general charge and superintendence of all the Public Schools in the town." Rev. St., ch. 23, § 10.

120. The designation given to this committee by the statute is "a school committee;" but where the record of an annual town meeting, for the choice of town officers, stated the election of a prudential committee, and then of an examining committee of five persons, and no other committee which was chosen was designated or described as a school committee, it was held that the school committee were sufficiently denoted by the term examining committee. *Hartwell* v. *Littleton*, 13 Pick. 229.

121. Any town containing more than four thousand inhabitants may choose an additional number, not exceeding six, on such committee. Ib. § 12.

122. Special provisions for cities, in regard to the number of the school committee they may choose, and the manner in which they shall be chosen, are contained in their respective charters.

123. For every day in which a member of this committee shall be actually employed in discharging the duties of his office, he is entitled to demand and receive one dollar from the town, and at the same rate for any part of a day. The city of Boston is specially excepted from the provision which entitles school committee men to compensation for their services. Any town may add to the legal compensation of the committees whatever sum it may choose. St. 1838, ch. 105, § 4.

124. The powers of the school committees are derived from the law, and their duties are enjoined by it. Their authority cannot be restricted, nor their compensation diminished, by any act of the town. The town chooses them; when chosen, the law governs them.

125. But if any school committee shall fail to make the annual report or the annual return, required by law, and in consequence of such failure, the town shall lose its portion of the income of the school fund, then the town may withhold from the committee such compensation for their services, as they would otherwise be entitled to receive. St. 1847, ch. 183, § 2, and St. 1848, ch. 173, § 1.

126. The first duty of a school committee, after being duly organized, is to provide themselves with a record-book, in which all the votes, orders, and proceedings of the committee must be duly recorded. St. 1838, ch. 105, § 3.

127. If their predecessors in office had such a book, the committee are entitled to receive it from them. If they had not, the committee must supply themselves forthwith. The expense of such a book is a legal charge against the town. At the expiration of their term of office, the committee are bound to deliver this book to their successors. St. 1838, ch. 105, § 3.

128. If the territory of a town be not divided into school districts, it is the duty of the school committee to select and contract with the teachers employed in the Public Schools. Rev. St., ch. 23, §§ 10, 24, 31.

129. If a town be divided into school districts, it is still the duty of the school committee to select and contract with the teachers, unless the town, having an article in the warrant for the purpose, shall have expressly voted to transfer this duty from the school committee to the prudential committees. St. 1838, ch. 105, § 2. It is presumed that this vote, in order to be valid, must be annual.

130. When the following preliminary conditions are performed, viz., the division of the town into districts; the choice of prudential committees for the districts,—whether by the town, or by the districts themselves,—and the express vote of the town that the teachers shall be selected and contracted with by said prudential committees, then it becomes the duty of said prudential committees to select the teachers and present them to the school committee for examination. Rev. St., ch. 23, §§ 24, 25, 26. St. 1838, ch. 105, § 2.

131. But in all cases, and by whomsoever these preliminary duties are performed, the school committee have the sole power of examining teachers, and of giving them a certificate of qualification. No person can legally enter any Public School, in the capacity of a teacher, until he has received from the school committee a written certificate of his qualifications therefor. Rev. St., ch. 23, §§ 13, 14. *Commonwealth* v. *Dedham*, 16 Mass. 141.

132. Whenever any school committee, being satisfied respecting the qualifications of a candidate, shall give a certificate, said certificate must be prepared, in duplicate, and one copy must be filed with the town treasurer, before any payment is made to the teacher on account of his services. Ib. § 14. Any moneys paid to any person by the town treasurer, on the ground of services performed as a teacher, without first receiving one of the duplicate certificates which the committee are required to give, are paid by said treasurer without authority of law, and he will still remain liable to the town for the sum, as though no payment had been made. No reason is perceived why this liability should not continue during the legal existence of his bond,—that is, for twenty years after its date,—binding his heirs, and the sureties and their heirs, during this term of time.

133. The power, then, of a prudential committee to select and contract with a teacher, extends no further, in any case, than to make an agreement, conditioned that, if the candidate for teaching the school shall be able to undergo a satisfactory examination before the school committee, and obtain a certificate of qualification from them, he may then commence the school. Ib. § 14. The power of the prudential committee, in regard to teachers, is only a power of nomination or presentation.

134. The law does not stop with requiring that schools shall be kept; it solicitously points out the qualifications of the teacher; and before any person can keep such a school as the law recognizes, he must submit himself to be examined by the school committee; and, in all cases, and at the very least, the committee must be satisfied of the existence of the following qualifications in the candidate, before they give him their certificate of approval.

135. 1st. Moral Qualifications. The committee must be satisfied of the good moral character of a teacher. Rev. St., ch. 23, § 13. No talents, however profound, no genius, however splendid, no attainments, however ample, can atone for any deficiency in moral character. In the beautiful language of the law, it is the "duty of the president, professors, and tutors of the university at Cambridge, and of the several colleges, and of all preceptors and teachers of academies, and all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth, committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity, and universal benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance, and those other virtues, which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as

well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices." Rev. St., ch. 23, § 7.

The school committee may be satisfied respecting the moral character of the candidate, by actual knowledge, derived from long personal acquaintance; or, in the case of a stranger, they may have well authenticated testimonials of the fact. The committee should note, in their record-book, all letters or certificates of recommendation exhibited by any candidate, whom they shall approve, with the names of their authors; and, when practicable, the letters and certificates themselves should be put on the committee's files, so that their authors may be held to a rigid accountability for the truth of the credentials they have given. If, before the civil tribunals, a man is held to a strict pecuniary liability for accrediting an insolvent as a man in good mercantile standing, or for recommending a swindler as a man of integrity, how much more stringent ought the rule of a moral tribunal to be, when the dearest and most sacred interests of children are perilled by means of false testimonials of good character, whether knowingly or heedlessly given!

136. 2d. Literary Qualifications. The committee must satisfy themselves, "by personal examination," of the "literary qualifications" of the candidates;—that is, they must *personally* examine the candidates in all the branches they will be called upon to teach. Ib. § 13. Even for the lowest grade of schools known to the law, the teacher must be competent to give instruction in orthography, reading, writing, English grammar, geography, and arithmetic. This is the minimum of literary qualification. It is lawful for districts to employ teachers who are competent to teach higher branches; or who are able to teach the required branches better, because they are masters of higher ones;—who, for instance, can teach reading better, because familiar with the principles of elocution and rhetoric, and with the etymology of words, from whatsoever language they may be derived;—who can teach writing better, because adepts in drawing;—who can teach English grammar better, because familiar, from the study of other languages,

with the principles of universal grammar;—who can teach geography better, because acquainted with astronomy, geology, statistics, and civil and natural history;—and who can teach arithmetic better, because masters of the higher mathematics. So, too, a knowledge of Human Physiology may be required in a teacher, in order to secure the health of the children; because, on health depends their ability to go to school at all, and much also of their ability to study when in school.

When the wealth of the town is sufficient to bear the expense, and the proficiency of the scholars in all the primary branches has prepared them to enter upon a higher course, the law will not only authorize a town to demand instruction in a more advanced course, but its true spirit will require the examining committee to reject a candidate who is not competent to carry the pupils through it. *Cushing* v. *Newburyport*, 10 Metcalf's Rep. 508.

137. 3d. Capacity to Govern. The committee must also make special inquiry as to the capacity of each candidate for the government of a school. Rev. St., ch. 23, § 13. No ambiguous indications, on this point, will be given by the general air and manner of a candidate, the expression of the countenance, the tone of the voice, the firmness or fickleness legible in the eye, the self-esteem, or the servility proclaimed by the natural language.

When a candidate has taught school before, and has succeeded in maintaining good order, without the use of improper means, or without the use of proper means to an improper extent, this fact is strong evidence in favor of a capacity for government. Especially is it so, if the general circumstances and condition of the schools are substantially alike.

Visiting a school in which a candidate may be engaged, and actually witnessing the manner in which he conducts it, is also a valuable means of ascertaining the same fact.

But it is supposed that neither nor all of the above methods can supersede an actual questioning of the candidate as to his views of the principles on which a school should be conducted. It is of primary importance to know whether the fundamental

idea of government, in his opinion, is the will of the teacher, or the applause of the neighborhood,—which may be for one quality in one place and for another quality in another,—or the good of the governed;—whether, on the one hand, he would succumb to resistance and be driven away before rebellion, rather than to strike a blow; or, on the other, whether he would flout the docile, and be capricious towards the obedient, to prove whether there exists in them an unreasoning and unconditional submission to his claim of sovereignty.

If a candidate has no views respecting the great principles on which the government of a school should proceed, the committee cannot affirm that he has a capacity to govern. If such a person has any capacity, it must be in a latent state; but the committee must be satisfied, not of a possible or potential, but of an actual capacity; it must be in a developed state.

Probably few provisions, if any, in the statute book, have been more efficacious and serviceable in improving our schools, than the one which requires committees to examine teachers,—as a few considerations will abundantly show.

There are annually employed, in the Public Schools of Massachusetts, between five and six thousand different persons as teachers. I suppose it to be indisputable that no section of the Union, of equal population, supplies so large a proportion of young men for the professions, and for the various departments of educated labor, as New England; and, among the New England States, Massachusetts, in this respect, is doubtless pre-eminent. The Public Schools of many towns, and the large number of highly respectable academies and private schools, carry forward a numerous body of young men and women to such a degree of literary attainment as enrolls them in the list of candidates for school keeping. Students in our colleges; ambitious young men, who are looking forward to some other employment, actually more lucrative, and, in public estimation, more honorable, and who must obtain a little money as a means of securing their ultimate object; many mechanics and farmers, possessed of more than ordinary intelligence and attainment, and who were renowned, when they went to school, for doing all the "hard sums" in the arithmetical text books;—

all these have been candidates for public school keeping. Added to this, the average rate of compensation given to teachers in Massachusetts has far exceeded that which has been given in any of the neighboring states. Hence, in the autumn of the year, hosts of adventurers flock hither, from Maine, from New Hampshire, from Vermont, and from Connecticut, in quest of employment as teachers in our schools. Some of these are full, not only of enterprise, but of talent; but, under such circumstances, it would be strange indeed, if among the fine gold there should not be found something of dross. All these are competitors for our Public Schools. They often exhibit recommendations of a highly imaginative character,—recommendations which prove the good will of their signers, far more than their good sense or their trustworthiness; for it is well known that the facility with which such recommendations can be obtained is the scandal of our people. What barrier, then, but the vigilance and intelligence of our school committees, shall prevent our schools from being invaded by practical immorality, by literary imposture, and by an inaptitude for all government except the government of fear and force? What but the fidelity of school committees shall prevent sound knowledge and high talent from being thrust aside by ignorance and pretension? The interests of all good teachers, emphatically the interests of the rising generation, demand, by every consideration that can appeal to patriotism, to philanthropy, or to the sense of religious obligation, that the legal duty of examining teachers should be performed without fear, or favor, or exception. It has happened, a thousand times, that prosperity or adversity has shone or frowned upon the schools of a town,—like sunshine or frost upon the early flowers of spring,—as it has been blest or cursed with a faithful or a neglectful school committee.

Yet it cannot be denied that, for every public consideration demanding a thorough examination of teachers, there is a selfish one which resists it. Individuals in a district or a town, who, in their own minds, have appropriated to themselves the ensuing term of the schools, may, by management or collusion, secure the choice of a committee, who, either through inability

or favoritism, will make the examination only a polite and facile ceremony of introduction into the school; or,—what has not unfrequently happened,—the expectants will secure the choice of a prudential committee, who will open to them the door of the schoolhouse without any examination at all. Sometimes it is not difficult for a person, through his relatives and friends, to create an apparent public opinion in a district, which shall seem to demand, that the individual shall be selected to keep the school who has himself been the fraudulent author of the factitious opinion that points to him. All persons, too, who are intending to obtain a school, but who are fearful of the results of an examination, will, of course, be opposed to the principle of the law which requires an examination, and will therefore be ready to aid those who strive to evade it.

The statute of 1826, ch. 143, § 5, (passed March 10, 1827,) directed that school committees should ascertain the qualifications of teachers, by personal examination, "or otherwise." Under the alternative clause, "or otherwise," committees might legally justify themselves for deciding the question of qualification, on written or oral evidence, produced by the candidate, or by the prudential committee; and, as a matter of fact, it is well known that the committees, either to avoid the labor of examination, or for some other reason, usually adopted such a course. But in the Revised Statutes, ch. 23, § 13, reenacting, in other respects, the former provision, the words, "or otherwise," were purposely omitted. Hence the only mode now known to the law, of performing this duty, is by a *personal* examination of the candidate,—that is, by question and answer, either oral or written.

In the autumn of 1837,—two years after the enactment of the Revised Statutes, and during the first year of the existence of the Board of Education,—a circular letter was sent to each board of school committee men in the State, inquiring, among other things, to what extent teachers were examined before they commenced their schools; and, where an examination was had, whether it was genuine and thorough, or only formal and superficial. The result of the answers received was, that,

in regard to a majority of the teachers in the State, the examination was either dispensed with altogether, or candidates were tried by tests which were not sure to make any discrimination between the genuine and the spurious. What still further aggravated this difficulty was, that in two thirds of the towns in the Commonwealth, more or fewer of the teachers were allowed, in contravention of the express letter and true spirit of the law, to commence their schools without being examined at all. As a natural consequence, wherever this important provision of the law has been disregarded, a greater or less number of incompetent teachers have obtained illicit possession of the schools; and their pupils, if afterwards subjected to a thorough scrutiny, have betrayed not only a meagreness of general attainment, but shameful looseness and inaccuracy in what they professed to have learned.

Public opinion, however, has now, for twelve years, been brought to bear upon this subject; the positive requirements of the law have been urged home upon committees; the benefits of a compliance with it have been experienced, and this experience has been contrasted with the evils of non-compliance, until, at the present time, this salutary law is professedly complied with in almost every town in the State, and, in the great majority of them, it is substantially so.

138. Should the examination of a candidate prove satisfactory to the committee, they are to prepare two certificates of the same tenor and date. One of these constitutes the commission or credential of the teacher. It shows, to all parties concerned, that he has authority to enter the school and to assume the instruction and government of it. The other, as before stated, must be filed with the treasurer of the town, before any payment can lawfully be made to the teacher on account of his services. Ib. § 14.

139. It follows, from these provisions, as a necessary consequence, that a teacher who opens his school, without having previously received a certificate of qualification from the committee, must forfeit all claim to wages, until such time as a certificate may be given him. Having entered the school, not only without law, but in defiance of law, he can recover

nothing in a court of law; but is the object of punishment, rather than of remuneration.

Neither can a committee antedate a certificate. To give their certificate an earlier date than the true one would be a plain violation of their duty, because they cannot say, officially, that a man *has been* qualified, but only that he *is now* qualified.

So, too, the practice which, in some few instances, has existed, of giving a conditional certificate,—that is, that a teacher may commence the school, provided he will submit to a further examination afterwards; or that he may commence the school, but shall leave it, provided the committee are not satisfied, at their first visitation, with its appearance; or, indeed, on any other condition,—has no warrant in law. The statute provides only for the alternative of a full certificate, for the school for which it is given, or an absolute rejection.

140. An important question has been agitated, whether a person illegally admitted, or smuggled, into a school, by the prudential committee, without a certificate, can legally exercise any of the prerogatives of a teacher;—whether, for instance, if he should chastise a refractory or vicious scholar, so much only, as, under other circumstances, would be held justifiable, he could defend himself from fine or damages, in a prosecution or action for assault and battery, instituted against him in a court of law.

On the one hand, it is maintained, that a supposititious teacher,—a teacher without a certificate,—can no more justify a punishment inflicted by him on a scholar, than a sheriff, without a commission, can justify an arrest of person, or a seizure of chattels;—no more than a constable or collector can justify the taking of property for non-payment of taxes, when he has received no warrant from the assessors to collect them;—no more than a judge, who, without a commission from the executive in conformity with the constitution and laws of the land, has usurped the bench, can, with impunity, pronounce sentence of imprisonment or of death against an offender arraigned at his bar. As, in the above cases, the sheriff cannot justify himself by pleading, that the subject of his arrest was obnoxious

to punishment; nor the collector, that the man whose property he has taken was liable for taxes; nor the judge, that the person arraigned had committed offences worthy of imprisonment or execution; so, it is said, the teacher cannot show, in his defence, that the pupil whom he has punished had been guilty of misconduct. The pretended teacher is not a teacher. It would be of the worst possible tendency to allow any man to derive lawful authority from the commission of an unlawful act. Public policy requires that a teacher, who has obtruded himself into a school without the necessary credentials, should be peremptorily debarred from pleading his own misconduct in justification of an act, which, if committed out of a school, would doubtless be unlawful. How can a teacher commend or enforce his own laws, for the well-ordering of the school, when his being where he is, and doing what he does, is a perpetual violation and contempt of the law of the Commonwealth? Such is the course of argument usually presented, against the right of a teacher to punish, who has received no certificate of qualification from the committee.

On the other hand, some incline to the opinion that a teacher, without a certificate, though not, *in law*, a teacher, yet is so, *in fact;* and that, while the *actual* relation of teacher and pupil subsists, all the legal powers of a teacher attach to this relation, and may therefore be exercised by him. If a school kept by a teacher, without a certificate, is not a Public School, then it must be a private school; and the teacher of a private school has as clear a legal right to inflict punishment, in exigencies that require it, as any other teacher, or as any parent. Every parent who sends his child to a private school, is presumed, by that very act, to transfer so much of his authority to the teacher, as may be necessary for the good government of that child; and if a school, otherwise public, becomes a private school, because the teacher has no certificate, then every parent is to be presumed, in the same way, to transfer to the teacher so much of his authority as may be necessary to keep his child or children in order. It is maintained, too, that the right grows out of the relation, independently of any idea of transfer. Such is the course of argument on the other side.

The reply to this argument admits the correctness of its positions in regard to the rights and powers of a private school teacher; but it avers that every person who sends a child to a Public School, has a right to suppose, and is bound to suppose, that it is a legally constituted Public School, and is kept by a legally qualified teacher; and, therefore, that he is not to be subjected to any of the legal presumptions or conditions that appertain to the relation between a parent and a private school teacher.

Without giving any opinion upon this debatable point, I would express an earnest hope, that a compliance with the law by all teachers may prevent so unpleasant a question from ever being litigated in our courts.

141. The laws of the state of Maine, besides annulling the right of a teacher without a certificate to recover any compensation for his or her services, enact that every such teacher shall forfeit and pay a sum, not exceeding the sum agreed upon for his or her daily wages, for each day he or she shall so teach such school.

Such a law would be very salutary in Massachusetts. It would save committees a vast amount of trouble and perplexity, and greatly improve the character of our schools, by excluding those interlopers, who are afraid to go before a committee for examination, but are not afraid to violate a law of the Commonwealth.

142. A certificate given by a committee in one town, has no legal validity in any other town.

143. A committee cannot give a certificate to continue in force for more than a year after its date; they can neither post-date nor antedate a certificate. The better opinion seems to be, that they cannot give a certificate which will survive or outlast their own official term, (See *Jackson* v. *Hampden*, 20 Maine Rep. 37,) although to this limitation there may be excepted cases, arising under the charters of cities.

144. The committee may, and generally should, designate the school or schools, and the term or terms, for which they declare a candidate to be qualified; for, where there is a gradation of schools, a teacher may be well qualified to keep one

school, and not another; or to keep a summer term, and not a winter term.

145. 4th. Good Behavior. In addition to good morals and literary attainments, the law requires that every teacher shall be competent to teach "Good Behavior." Rev. St., ch. 23, § 1. Unfortunately, conduct scrupulously upright and exemplary, and acquisitions extensive and profound, are not always accompanied by gentlemanly or lady-like demeanor; or, in other words, observation assures us, that awkward, rude, or grotesque manners, and personal habits uncleanly and even disgusting, are *sometimes* found in the company of spotless integrity and various knowledge. But it should not be so. We feel a painful sense of incongruity when it is so. Our children should be saved, not only from the contaminations of immorality, but from the contagion of coarse manners. Before the habits of youth are formed, they are as easily formed to civility and decorum as to rudeness and vulgarity; or, if they are not as easily moulded to the former as to the latter, then the need of good breeding, in order to make up this difference in natural tendency, becomes so much the more urgent. If prepossessions for uncouth and inelegant manners are once formed in the minds of children, or natural aptitudes for what is low and unseemly once developed, they will remain a part of their constitution forever. Subsequent opportunities and efforts may relieve and partially conceal their grossness; yet, like the inner layers of a tree which has been diseased in its youth, though the health and vigor of a hundred subsequent years may cover them over with a hundred circles of beautiful fibre, the unsoundness within will remain forever.

If the framers of this provision of the law comprehended its full meaning and significance, they were indeed sagacious. Manners easily and rapidly mature into morals. As childhood advances to manhood, the transition from bad manners to bad morals is almost imperceptible. Vulgar and obscene forms of speech keep vulgar and obscene objects before the mind, engender impure images in the imagination, and make unlawful desires prurient. From the prevalent state of the mind, actions

proceed as water rises from a fountain. Hence, what was originally only a word or a phrase, becomes a thought, is meretriciously embellished by the imagination, is inflamed into a vicious desire, gains strength and boldness by being always made welcome, until at last, under some urgent temptation, it dares, for once, to put on the visible form of action; it is then ventured upon again and again, more frequently and less warily, until repetition forges the chains of habit; and then language, imagination, desire, and habit bind their victim in the prison-house of sin. In this way, profane language wears away a reverence for things sacred and holy; and a child, who has been allowed to follow, and mock, and hoot at an intemperate man in the streets, is far more likely to become intemperate himself, than if he had been accustomed to regard him with pity, as a fallen brother, and with a sacred abhorrence, as one self-brutified or demonized. So, on the other hand, purity and chasteness of language tend to preserve purity and chasteness of thought and of taste; they repel licentious imaginings; they delight in the unsullied and the untainted, and all their tendencies and aptitudes are on the side of virtue. Excepting prior-formed habits, habit can overcome anything but instinct, and can greatly modify even that.

There is another consideration which shows not only the importance, but the indispensableness, of "good behavior," as a means of advancing the civilization of the race. Superstition, ignorance, cruelty, poverty, do not make up our entire conception of barbarism. We include in this idea, not only great enormities, but all minor offences against modesty, civility, and decorum. The flagitious deeds even of savages are committed with long intervals between,—as it were upon the holidays of license or revenge; but their personal manners fill up all the intercourse of life,—a continual grit in the daily bread of existence. Now, a people cannot pass from a state of barbarism to one of refinement and civilization without casting off this exterior of rude and rugged manners, as well as by becoming skilful in the arts and learned in the sciences. This change, from the coarse to the refined, is supposed to have first taken place in cities and in the courts of kings. From cities and from courts

are derived almost all the words which we now use to express the manners of a lady or a gentleman; while the words which express inelegance, or want of refinement, are borrowed from the country. Etymologically, the words *urbane* and *urbanity* are derived from a Latin word signifying a city; while their opposites, *rustic* and *rusticity*, signify qualities which were supposed to belong to the country. The word *polite* also has a derivation precisely similar, though it comes from another language; while *impolite* means something unlike the city. *Civility*, in the same way, is an abstract term, derived from the manners of city residents; *incivility*, from those who resided elsewhere. So *courtesy* was borrowed from the court, and indicates the elegance of manners, the complaisance and the kindness which belong to a true gentleman or lady.

But since the signification and use of these and similar words have become fixed, great changes have taken place. On the one hand, refinement has often run into a hateful fastidiousness, while the spirit of true politeness and civility has evaporated, leaving nothing but heartless conventionalism behind; and, as a natural consequence, an adherence to certain arbitrary forms in the intercourse of life, has been deemed of more value than benevolence and sincerity. On the other hand, the condition of the masses has been greatly improved. In many nations they have been elevated from the state of serfs and slaves to the enjoyment of a few natural and civil rights, and occasionally they have been allowed to exercise political franchises. In our own country, the whole people, by a single revolutionary act, have declared themselves to be freemen and sovereigns;—as freemen, repudiating all foreign authority, and as sovereigns, assuming the exclusive right to govern themselves. If, then, with us, every man calls himself a *citizen*, his conduct should be characterized by *civility;* and if all the people, by virtue of their political franchises, are sovereigns, and have a right of presentation at court, the manners of all should be stamped with *courtesy*.

And yet it cannot be denied that, in a life of unintermitting manual toil, there is something adverse to the cultivation of refined manners, of elegant tastes, and of that ease and grace

of demeanor, which are the appropriate expression of well-trained kindness and benevolence. The general idea of manual labor includes, of course, all the various occupations and forms of employment, which the present highly artificial demands of society have originated. Though but very few of these employments are incompatible with cleanliness both of dress and person, yet, almost without exception, they tempt the laborer to forego this elementary or constituent part of "good behavior." If the laborer be in straitened circumstances, he feels compelled to live in a tenement so small as to endanger those decencies which domestic life should cultivate, and grievously to encroach upon, if not to destroy, those delicate attentions or forbearances, which each sex owes to the other. If pressed for time, he is tempted to take his meals with indecent haste;—he is prone, on these oft-returning occasions, to cast off the restraints of propriety, and, in the eager indulgence of his own appetite, to forget the wants or the rights of others. If surrounded by children, the importunate demands of nature, clamoring for the means of subsistence, force every thing else to give way. Should poverty, with its cruel restrictions, invade the family, should its daily wants exceed its supplies, the selfishness of each of its members is brought into vigorous action. A hungry child, watching for his share of bread at the table, a cold one for his place at the fire, or for his portion of the scanty covering of the bed, is in a most untoward condition for the cultivation of kindness and generosity. And what, under such hostile circumstances, can the maternal head of the family do, to tame the wild energy of natural impulses, and to domesticate the virtues of gentleness and affection, of deference for the rights of others, and of forbearance in the assertion of one's own? How grievously must all these difficulties be aggravated, when sickness invades the humble dwelling, and subtracts greatly from the resources, which are already too scanty for the wants of its inmates! Yet it is under circumstances at least similar to these, if not identical with them, that a portion of our children are reared.

Take many retired spots in the country where the population is sparse; where each family depends mainly for its sub-

sistence upon the productions of a small farm and upon household industry; where the children are born, and where they live until the years of majority, far away from the great thoroughfares of the world, rarely, if ever, going beyond the neighboring hills; and how few of them, comparatively speaking, during all the forming years of childhood and youth, ever enjoy the opportunity of a single hour's conversation or intercourse with any refined and educated man or woman;—with any one whose manners are a model for imitation; whose conversation is instructive and captivating; who always seeks for useful topics of remark, and never seeks in vain; whose language is pure and copious; whose dress and address are comely, appropriate, and dignified; and who exhibits, in all his words, and tones, and gestures, that vast difference, so difficult to be described, and yet so impossible to be unnoticed, which marks the distinction between a gentleman and a clown!

The members of the three learned professions, as they are called, are supposed to have enjoyed better opportunities for obtaining intelligence, and for acquiring polished manners and courteous habits, than any other class of our people. Almost without exception, they have enjoyed a collegiate education, and have had opportunities to move in refined and educated circles; and there is scarcely a town in the Commonwealth, where there is not a clergyman, a lawyer, or a physician, who is an educated man. In the great majority of our towns, there are several members, of one or another of the professions, who come within this description. But how infrequent is the intercourse of either of these classes with the mass of the people, as they are scattered about in their farmhouses and their workshops! The clergyman may make it a point of duty to visit the families belonging to his parish, at least once a year; but how little effect can such an annual and perhaps hasty visit have in the formation of the tastes or the manners of children! Physicians rarely visit the houses of their townsmen, except on the occasion of sickness,—that is, at times of some degree, at least, of peril and alarm, and when even the rules and forms of civility, which men are wont to observe in their common intercourse with each other, are liable to be sus-

pended, amid the intrusive demands or fears of the hour. Still more seldom, perhaps, does a lawyer visit the private dwelling of the laborer, unless it be for the performance of some professional duty,—to take the deposition of a sick man, or to make the will of a dying one, or to superintend the legal transfer of property, when a family is broken up and dispersed by the cruel fate of an insolvency. In populous towns, there may be, it is true, a few others, who do something towards giving expression and authority to the usages of refined life. There are a few of the wealthy and the educated, who are exempt from the necessity even of professional labor, who devote themselves to literature and to a study of the works of art, and who have the resources and the leisure for commanding the objects and for indulging the pleasures of an imagination formed to the study and the appreciation of classic elegance. But, generally speaking, this class of persons, so far from mingling with the mass of the people, and exciting a desire for more polished manners, through a sympathy with the moral qualities of their possessors, almost invariably gather themselves into a clan,—surrounding themselves with a partition-wall, high and thick, that they may shut out the offensiveness of the plebeian gaze, and bar out the contamination of a plebeian foot.

With children circumstanced as above supposed, born of illiterate parents, surrounded by neighbors as rustic as themselves, and having no opportunity for companionship or acquaintance with well-bred people, why is it not inevitable, under all the existing arrangements of society, *save one;*—why is it not inevitable, that they should grow up without those restraints upon their feelings which decorum imposes, with offensive provincialisms or vulgarities in their speech, with habits of pronunciation uncouth and contrary to all the usages of good speakers, with voice and gesture untrained, and perhaps with ridiculous oddities of manner? In the by-ways and crowded streets of a city, where poverty casts its victims into heaps, and stows them away in cellars and garrets, the condition of the children is even worse than in the most obscure and secluded portions of the country. Here it

often happens that the surface disease of coarse and untamed manners is aggravated and made virulent by moral distempers within.

Now, to meet a great exigency of civilization; to save a considerable portion of the rising generation from falling back into the condition of half-barbarous or of savage life, what other instrumentality does society afford, than to send, into every obscure and hidden district in the State, a young man or a young woman whose education is sound, whose language is well selected, whose pronunciation and tones of voice are correct and attractive, whose manners are gentle and refined, all whose topics of conversation are elevating and instructive, whose benignity of heart is constantly manifested in acts of civility, courtesy, and kindness, and who spreads a nameless charm over whatever circle may be entered? Such a person should the teacher of every Common School be. Such a teacher, by associating with the children of the school for a considerable portion of the time each day; by remaining with them for weeks and months successively; by having an opportunity to observe their conduct towards each other, and thus to become acquainted with their various dispositions; by gaining access to their minds through the delightful medium of instruction; and, finally, by prolonging this relationship through all the susceptive and impressible years of childhood and youth,—such a teacher, so far as it may be in the power of any mortal agency to do it, may mould the habits and manners of the rising generation into the pleasing forms of propriety and decorum, and, by laying their foundations in the principles of justice, magnanimity, and affection, may give them an ever-during permanence.

146. Notwithstanding all the guards and precautions of an examination, it may still happen that a teacher, having the certificate of the committee in his pocket, may be found, on trial, unfit to keep a school; or, at least, to keep the particular school for which he was approved. This may happen, either through some inherent quality of disposition or of temperament, not revealed by the examination, or from some change of views or of purposes arising subsequently to it. To meet

this class of cases, the law has wisely empowered the school committee of each town "to dismiss from employment any teacher in such town, whenever the said committee may think proper." St. 1844, ch. 32. The teacher's wages cease from the time of his dismission. Ib. This has proved a terrible law to incompetent teachers.

DUTY OF THE TOWN COMMITTEE TO PROVIDE A SCHOOL WHEN THE PRUDENTIAL COMMITTEE FAILS TO DO SO.

Two provisions of the law may here be mentioned, which perhaps have not been brought out with sufficient distinctness under an appropriate head.

147. If, through any refusal or neglect, a prudential committee man be not chosen for a district, or if any one, who has been chosen, neglects or declines to serve, or expressly resigns, or becomes incapable of resigning through disease or insanity, and the vacancy be not filled,—then all the duties of the prudential committee of such a district devolve upon the town's committee. They are to see that there is a suitable place in which the school may be kept, and that all suitable furniture be provided for it. These provisions are to be made at the expense of the district, and, for these purposes, the committee have the credit of the district at their command; that is, they may incur whatever expense may be necessary, and the district is liable to pay it. In such a case, too, notwithstanding the town has voted that the prudential committees of the respective districts shall select and contract with their own teachers, it will be the duty of the town's committee to select and contract with a teacher, to make arrangements for his board, and to provide fuel for the school. The expenses of board and fuel may be defrayed from the district's distributive share of the money raised by the town.

In a word, in all cases where no prudential committee man is chosen, or where, from any cause, he does not act, the town committees are not only to discharge their own proper duties, but those of the prudential committee also. The expenses must be borne by the same parties as before. The intent of the law evidently is, to prevent the neglect or perverseness of

any district committee from working a forfeiture of the children's school privileges. Rev. St., ch. 23, § 45.

148. It may sometimes be a difficult question to be determined, *at what time* the duties of a prudential committee, in making provision for a school, are transferred to the town's committee. The only tangible rule seems to be this;—there must have been a neglect on the part of the district, or of its prudential committee; and then the town's committee must proceed to repair the consequences of that neglect, sufficiently early to allow the school to be kept its full term of time, during the customary or appropriate season of the year. For instance, if the district draws a sum of money from the town sufficient to keep a summer school for four months, and if custom, convenience, and good policy point to the first of October as the most eligible period for closing the summer school, then the town's committee must see that a school be commenced in the district early in the month of June. There is no interim, or point of time, when the legal power to make provision for the school does not exist somewhere. It exists in the district, or in the prudential committee, until they forfeit it by non-performance of duty; and, at the moment of forfeiture, it is transferred to the town's committee. Nor can the power exist in both parties at the same time. When the town committee have lawfully assumed its exercise, *in regard to a particular school*, the prudential committee cannot reclaim it.

149. It is supposed that the town's committee are entitled to the same compensation for this class of services as for any other which the law imposes upon them.

DUTY OF THE TOWN'S COMMITTEE IN REGARD TO SCHOOLS KEPT FOR THE BENEFIT OF ALL THE INHABITANTS OF THE TOWN.

The other provision, above referred to, relates to the schools which are established for the benefit of all the inhabitants of the town.

150. It will be recollected that every town containing five hundred families, or householders, is required to keep a school of a higher grade, for the benefit of all the inhabitants of the town. Rev. St., ch. 23, § 5. This class of schools *may be*

kept by any town. *Cushing* v. *Newburyport*, 10 Metcalf's Rep. 508.

151. In regard to the above class of schools,—viz., those kept for the benefit of all the inhabitants of the town,—the town's committee are required to make all the necessary arrangements, and to perform all the duties, which the prudential committees are required to do for district schools. In regard to this class of schools, no provision exists for the choice, in any case, of a prudential committee. In addition to the general duty of supervision, all the duties belonging to the prudential committees of districts, in regard to district schools, belong to the town's committee in regard to this class of schools.

152. The school committee are to determine the number and qualifications of the scholars to be admitted into the school kept for the benefit of the whole town. Rev. St., ch. 23, § 15. See *ante*, (19,) and *post*, "*Visitation of Schools*," and "*School Books*."

If all the preceding legal requirements have been observed, then a suitable schoolhouse has been provided and furnished, and a teacher has been examined and rightfully installed over the school. The business of instruction is now to begin.

VISITATION OF SCHOOLS.

Here a new order of duties opens upon the school committee. One class of these duties,—that of visiting the schools,—is specifically pointed out by the law; other duties are too various and indefinable to be the subject of statutory enumeration.

153. The duty of visiting all the district and town schools not less than a certain number of times, depending in each case upon the length of the school, is expressly enjoined upon the committee.

In regard to schools kept for the benefit of all the inhabitants of the town, the committee must visit them at least "quarter yearly." Rev. St., ch. 23, § 15. At the "quarter yearly" visitations, the committee are required to make a careful examination of the school, and to ascertain whether the scholars are supplied with books; they must also inquire into

the regulation and discipline of the school, and the habits and proficiency of the scholars therein. Ib.

154. In regard to district schools, the committee, or some one or more of them, are to visit each school in the town on some day during the first or second week after it is opened; and also on some day during the two weeks preceding its close. Respecting these two visits, the law is silent on the point of giving previous notice of the visit, and it is therefore discretionary with the committee, whether to give such notice or not. Ib. § 16. In practice, the notice is usually given.

155. In addition to the two special visits above named, the committee, or some one or more of them, are to visit "all the schools kept by the town," once a month, without giving previous notice thereof. Ib. Hence there must be, in each term, two more visits than the number of months during which the school is kept.

156. It has been sometimes contended, *in regard to district schools*, that the law requires but two visits to each,—one near the opening and the other towards the close,—and that the provision which requires the committee to visit "all the schools kept by the town," once a month, without giving previous notice, refers to those schools of a higher grade which are to be kept, in the language of the law, "for the benefit of all the inhabitants of the town."

That such a construction is erroneous, it is believed will sufficiently appear, from two considerations.

1st. In the section which provides for the visitation of the schools kept "for the benefit of all the inhabitants of the town," the number of visits enjoined is explicitly given. They are to be "at least quarter yearly." After having thus expressly stated, in one section, the number of visits to be made by the committee to this class of schools, it is hardly conceivable, that the statute would go on, in the next section, to say that the visits to the same schools shall be monthly.

2d. There are many towns in the State not districted. If the law had required the monthly visits to be made to *district* schools only, it might possibly have been contended, that it did not apply to schools in towns not districted; but by requiring

that "all the schools kept by the town" should be visited once a month, it doubtless embraced all the schools, whether the town should be districted or not, except the particular class of schools which had been before provided for.

157. The law prescribes the minimum of visits; it does not prohibit the committee from making more than the specified number, when, in their discretion, the good of the school requires it.

At these visits, the whole condition of the school is to be inquired into. The order and proficiency of the scholars; the course of instruction and discipline; the sufficiency of school books, whether as to number or kind; the classification of the scholars; the fitness of the studies pursued; and, indeed, all the elements are to be thoroughly investigated, which, in their combination, make up a school's prosperity. At the first visitation, the committee will naturally desire to learn the then present condition of the school; to ascertain, as exactly as possible, its state of progress, that they may measure, at the end of the term, the advancement it has made. They will observe the methods of the teacher, and, if they deem it useful, will give him,—*in private*,—such friendly counsel and advice as he may appear to need. They will urge upon the pupils, by the most powerful and persuasive arguments and incitements they can use, the indispensableness to their highest good of regularity and punctuality in attendance, of diligence and ardor in study, of correctness in deportment, of cheerful and prompt obedience to the requirements of the teacher, and of a sacred regard to duty in all their conduct. They will strive to incite in the minds of the school an invincible resolution to be diligent and dutiful children, that they may become useful and exemplary men; and to kindle in their hearts a holy ambition to do right,—though unapplauded by the world, though unobserved, though in obscurity and in solitude,—because it is right.

158. During the period of visitation, the committee have the entire control of the school. For the time being, it is their school, and the teacher is their servant. They may decide what classes shall be called upon to perform exercises, and in

what studies. They may direct the teacher to conduct the examination, or may conduct it wholly themselves, or they may combine both methods. In fine, they may dismiss the teacher for the hour, and pursue the examination in his absence. All these prerogatives are supposed to be indispensable to enable the committee, under such circumstances as have existed, and may *possibly* exist again, to ascertain the true condition of a school, and, therefore, they are necessarily incident to the office of an examining committee. Should any scholar misbehave himself, or prove refractory or contumacious to the committee, while they are engaged in examining the school, it is presumed they have authority to suspend, to expel, or to punish on the spot, in the same way that the teacher may do in case of like misconduct committed against himself. To the honor, however, of the schools of Massachusetts, it should be said, that not more than two or three instances of such an exigency have come to my knowledge within the last twelve years.

The examination of teachers and of scholars constitutes an unerring index of the condition of any system of schools. As these are thorough or ceremonial, the schools will rise to the zenith of prosperity and usefulness, or sink to the nadir of worthlessness and banefulness.

159. Although the school committees, throughout the State, (with a very few special exceptions in the cities,) are chosen at an annual town meeting held in the month of February, March, or April, yet, for the single purpose of completing their official business for the year, they retain their offices, notwithstanding successors have been chosen. St. 1846, ch. 223, § 1.

160. It is the duty of the school committee of each year to visit the winter schools at their close, and, after they have closed, to make a return of all such particulars in their condition as are indicated by the blank Form of Inquiry, prepared by the Board. (See *post*, under the head "*Inquiries and Returns.*") But the winter schools may not close until after the annual meeting at which the school committee are chosen. Were the newly elected committee to succeed to all the duties pertaining to the office, as soon as they have been elected, they would be required, in many instances, to report

upon schools which they had never visited, and of whose condition they would be ignorant. Hence the law provides that the committee of the preceding year shall complete the work they had begun. So far as the examination of new teachers, and the visitation of schools belonging to the new year, are concerned, the newly elected committee are to enter upon the discharge of their duties immediately after their election. Ib. There may be a time, therefore, when two school committees are rightfully in office, in the same town. But though two committees may exist, they exist only in relation to different duties. They have coördinate but not concurrent jurisdiction.

SCHOOL BOOKS.

161. The law is peremptory in declaring that the committee shall prescribe what books are to be used in the schools. Rev. St., ch. 23, § 17. They should prepare a list of such books as they may deem most conducive to the advancement of the scholars, and cause a copy thereof to be placed in the hands of each teacher before the opening of the school. Other means should be used by the committee to make known to all the inhabitants of the town, or of the several districts, what books are prescribed for their respective schools, so as to enable each parent or guardian to procure, in season, and without unnecessary trouble, the requisite supply. As far as the varying condition of the schools will allow, the books should be the same for all the town; but the committee, so far from being debarred from prescribing different books for different schools, would be bound to do so, should a difference in their proficiency demand it.

162. The committee *may* direct what books shall be used in the respective classes. Ib. It is optional with them to use this power or not. Their conduct must therefore be determined by their discretion. To prescribe what books shall be used in the respective classes would be nearly equivalent to classifying the school, and determining all the studies to be pursued therein. This may sometimes be expedient.

163. When the committee have prepared the list, and certified the same to the teacher and parents, it is a virtual exclu-

sion of all other text books from the school. No teacher or pupil is at liberty to substitute any other therefor. There would seem to be no legal impediment, nor indeed any reasonable objection, to making use of other books, as books of reference,—as books for comparison or elucidation merely; but the lessons must be studied in, and recited from, the books on the committee's list.

164. The above provisions have reference to text books only,—to books for the use of the classes or the teacher, in the regular routine of exercises. They have no relation to library books. The selection of these belongs to the town or the district, or to any committee to whom they may respectively delegate the power of choice.

165. It is the duty of all parents, masters, and guardians, to furnish the children, whom they send to school, with the kind and the number of books prescribed for their use by the committee. Rev. St., ch. 23, § 18.

166. In case any scholar shall not be furnished, by his parent, master, or guardian, with the requisite books, he must be supplied therewith by the school committee. Ib. § 20.

167. The expense of supplying books to scholars who come to school without them, is, in the first instance, to be directly charged to the town by the committee. Ib. But this expense, except in certain specified cases, is to be reimbursed to the town in the following manner:—

168. The school committee are to keep an account of all the books so supplied by them, with their prices, and also an account of the names of all children to whom they were furnished, and of their parents, masters, or guardians. At some convenient and proper time, after such supply is made, the committee are to give notice, in writing, to the assessors of the town, of the kinds and the cost of the books so by them supplied, together with the names of the children so supplied, and the names of the parents, masters, or guardians by whom the books should have been supplied. Ib. § 21.

169. When the list of the books which have been furnished to the children shall be delivered to the assessors, as above mentioned, they are, in the first place, to decide whether the

parents, masters, or guardians, whose names have been returned to them, are, or are not, pecuniarily able to pay therefor; or, if not able to pay for the whole, then whether they are able to pay a part of the price of said books, and what part. Said price, or so much thereof as the assessors may adjudge the parents, masters, or guardians of ability to pay, they shall add to the next annual tax of said parents, masters, or guardians, and the amount so added is then to be levied, collected, and paid into the town treasury, in the same manner as town taxes. Ib. §§ 21, 22. In this way, the town reimburses itself for such portion of the original cost of the books furnished, as the parents, masters, or guardians of the children, so supplied, are able to pay. The residue is a gratuity to the poor, and is a charge upon the town.

170. The deficiency of books intended by the statute is a deficiency in the kinds of books prescribed by the committee. No number of *other* books can be any legal substitute for those prescribed. If scholars bring other books instead of those enumerated on the committee's list, they are still to be considered as destitute of books; and they are to be supplied by the committee, and the cost charged to the parents, or other parties liable.

171. As conducive to uniformity in books, by making the kinds which the committee have prescribed easily obtainable by all, the law authorizes the committee of each town to procure, at the expense of the town, or otherwise, a sufficient supply of class or text books for all the schools in the town. Rev. St., ch. 23, § 19. 13 Pick. 229, *Hartwell* v. *Littleton.*

172. If the committee adopt this course, they are required to give notice of the place where the books are deposited; and they are bound to furnish said books to all the scholars belonging to the schools, at such prices as will merely reimburse to the town the expense of the same. Ib. This "expense" must mean the original cost of the books, all reasonable charges for transportation, and commission for sales. If the committee are judicious in their purchases, this mode of furnishing school books is much the most economical.

173. The requisition of the statute, in regard to giving notice of the place or places where the books which the com-

mittee have procured for the schools may be obtained, is substantially complied with by furnishing the books to the school teachers, with notice to the schools that they may be procured from the teachers. 13 Pick. 229, *Hartwell* v. *Littleton*. The committee, however, should make the notice as extensive as possible.

174. If any of the books so purchased by the committee remain on hand, at the expiration of their official year, a question has arisen whether they should not be personally liable therefor; and it is said that if the committee have unlimited power in this respect, they may purchase a favorite kind of books in such quantity as to control their successors, by limiting their free choice in the selection of books; or, as a necessary consequence, subject the town to great loss, by leaving in their possession a large amount of unsalable works.

On this point it may be observed that, where the committee purchase books at the expense of the town, it will be impossible for them to determine with exactness how many will be called for. If, then, they have acted in good faith in making the purchase, it would be an unreasonable hardship to compel them to take any excess of books which might remain on hand at the end of the year. If, on the other hand, a committee should ever abuse their discretionary power, by purchasing an inordinate quantity of books, either for the sake of enforcing, under the penalty of a pecuniary loss, the continuance of a favorite book in the schools, or for any other sinister and reprehensible end, the town could refuse payment of the bills, and would doubtless be sustained by the courts in its refusal. A suspicion of such a case has never arisen in Massachusetts, within my knowledge, but once.

RELIGIOUS LIBERTY.

175. The school committee shall never direct to be purchased or used, in any of the town schools, any school books which are calculated to favor the tenets of any particular sect of Christians. Rev. St., ch. 23, § 23.*

*See Abstract of School Returns for 1843–4, "Templeton," for a case where a teacher was dismissed, for persisting in his efforts to give sectarian instruction.

"It is the right, as well as the duty, of all men in society, publicly, and at stated seasons, to worship the SUPREME BEING, the great Creator and Preserver of the universe. And no subject shall be hurt, molested, or restrained, in his person, liberty, or estate, for worshipping GOD in the manner and season most agreeable to the dictates of his own conscience; or for his religious professions or sentiments, provided he doth not disturb the public peace, or obstruct others in their religious worship." *Massachusetts Declaration of Rights, Art.* 2.

"All religious sects and denominations, demeaning themselves peaceably and as good citizens of the Commonwealth, shall be equally under the protection of the law; and no subordination of any one sect or denomination to another shall ever be established by law." *Amendments to the Constitution of Massachusetts, Art.* 11.

"Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." *Constitution of the United States, Amendments, Art.* 1.

For other duties of the school committees, and for a definition of the times when their offices begin and when they terminate, see *post*, "*Inquiries and Returns*," and "*Committees' Reports.*"

TEACHERS.

176. Before leaving those provisions which the law has made for the *internal* management and regulation of the schools, it is necessary to say a few words respecting the authority of teachers.

Until a Public School teacher has received a certificate of qualification from the committee of the town where he teaches, it is at least questionable whether he has any authority at all as a teacher, and whether he would have any right to enforce his commands, however openly or contumaciously resisted. But, having a legal certificate in his possession, he has an indisputable right to repress disobedience to his orders, and to enforce compliance with all lawful commands. For this purpose, he may, in the last resort, appeal to physical force, and

inflict any bodily chastisement, not unsuitable to the age, sex, or condition of the offender. The circumstances which justify an appeal to this ultimate remedy must, in the first instance, be decided upon by the teacher himself; but this decision is always liable to be appealed from, and the soundness of the discretion used to be reädjudicated, by a court and jury of the country. It is true, there is no statutory provision in our law empowering teachers to inflict blows; but the reason of this omission was, not because it was intended to withhold the power, but because the power was so universally known and recognized, as to supersede the necessity of conferring it. There is not a law book in the English language, which treats of the relative rights and duties of parents and children, of master and apprentice, of master and servant, or of teacher and pupil, which does not recognize in the former, in certain supposable cases, a right to inflict personal chastisement upon the latter; and there is not a court of record either in England or America in which this right has ever been denied or questioned, while it has been affirmed in innumerable instances. In all the legal adjudications that have ever been made, no question has ever been raised as to the abstract right. The only questions have been, either as to the sufficiency of the circumstances, alleged and proved, to justify its use; or whether the punishment, considering the nature and circumstances of the particular offence, has not been excessive.

177. But pupils have rights as well as teachers. They have as valid a right to immunity from punishment, when they have committed no offence; they have as valid a right to exemption from severity or frequency of punishment, when their offences have been slight, or far between, as the teacher has to inflict punishment at all.

178. Teachers have a right to expel, *temporarily*, from school; committees have a right to expel, permanently, from school,—that is, during their continuance in office. If teachers have occasion to suspend or expel a scholar from school, the sentence should not cover a longer period of time than would be sufficient for convening the committee, in order to lay the case before them. (See Report made by the Committee on

Education to the House of Representatives, Feb. 8, 1841; cited at length in the Common School Journal, Vol. III, p. 65.)

179. The question is not without some practical difficulty, how far the school committee and teachers may exercise authority over school children, before the hour when the school begins, or after the hour when it closes, or outside of the schoolhouse door or yard. On the one hand, there is certainly some limit to the jurisdiction of the committee and teachers, out of school hours and out of the schoolhouse; and, on the other hand, it is equally plain, if their jurisdiction does not commence until the minute for opening the school has arrived, nor until the pupil has passed within the door of the schoolroom, that all the authority left to them, in regard to some of the most sacred objects for which our schools were instituted, would be but of little avail. To what purpose would the teacher prohibit profane or obscene language among his scholars, within the schoolroom and during school hours, if they could indulge it with impunity, and to any extent of wantonness, as soon as the hour for dismissing the school should arrive? To what purpose would he forbid quarrelling and fighting among the scholars, at recess, if they could engage in single combat, or marshal themselves into hostile parties for a general encounter, within the precincts of the schoolhouse, and within the next five minutes after the school should be closed? And to what purpose would he repress insolence to himself, if a scholar, as soon as he had passed the threshold, might shake his fist in the teacher's face, and challenge him to personal combat? These considerations would seem to show that there must be a portion of time, both before the school commences and after it has closed, and also a portion of space between the door of the schoolhouse and that of the paternal mansion, where the jurisdiction of the parent, on one side, and of the committee and teachers, on the other, is concurrent. Many of the school committees in the Commonwealth have acted in accordance with these views, and have framed regulations for the government of the scholars, both before and after school hours, and while going to and returning from the school. The same principle of necessity by virtue of which this jurisdiction,

out of school hours and beyond school premises, is claimed, defines its extent and affixes its limit. It is claimed, because the great objects of discipline and of moral culture would be frustrated without it. When not essential, therefore, to the attainment of these objects, it should be forborne.

180. Payment of a teacher's wages by the town to the committee does not discharge the town, if the teacher does not receive the money. *Clark* v. *Great Barrington*, 11 Pick. 260.

181. When the prudential committee of a district hires a teacher, he acts as the agent of the town and not of the district, and therefore the teacher's claim is not upon the committee but upon the town. Ib.

182. The teacher of a town school is not liable to an action by a parent for refusing to instruct his children. *Spear* v. *Cummings*, 23 Pick. 224.

BOARD OF EDUCATION.

183. I now come to the consideration of an entirely distinct class of agencies and of duties, whose object it is to obtain information respecting the true principles of Popular Education, and the most eligible means of promoting it; and to diffuse that information among the people.

If anything has been done within the last twelve years to carry forward the cause of education in Massachusetts, it has been done by arguments and appeals, founded upon an unimpeachable basis of facts. The people of this Commonwealth are a highly reflecting people,—not so susceptible and volatile as to be suddenly carried away by any new theory, however brilliant or plausible, nor so bigotedly conservative, as to set their faces against improvement, because it is innovation. They well know that improvement is necessarily innovation. Our present form of government was a bold innovation upon that which preceded it; and one of the greatest innovations in the whole history of mankind was the establishment of Free Schools themselves. One needs not hesitate to say that, if any new measure, depending upon the popular will, were to be attempted in Massachusetts, it would be necessary to convince a much larger portion of the people of its justice and its utility,

than in any other state in the Union, or country in the world. In a despotism it is only necessary to convince the sovereign of the expediency of a new measure, and his resistless fiat insures its execution. Many self-styled republics have been but little better than oligarchies, where, under a nominal government of the whole, a few politicians have ruled the state. But experience has proved that no organic change can be effected in the institutions of Massachusetts, but by carrying a conviction of the justness and the expediency of the proposed modification home to the minds,—by satisfying both the intellect and conscience,—of a great majority of the people.

Hence, the numerous and important additions which, within the last twelve years, have been engrafted upon the school system of Massachusetts, have been questioned at every step, and encountered by every conceivable objection. The advocates of each measure have been called upon, not merely to demonstrate its practical utility, but to answer imaginary forebodings respecting evils possibly consequent upon it. The demonstration was easy, while the objections drawn from the imagination have been confuted by time. So careful have the Board of Education, and their coadjutors, both in and out of the Legislature, been, not to venture upon any ill-considered or ill-digested schemes, that, in not a single instance, has it been necessary for them to retrace their steps.

184. The Board of Education was established by an act of the Legislature, approved April 20, 1837, and it was organized on the 29th of June of the same year.*

The Board consists of ten persons. The Governor and Lieutenant-Governor for the time being are, *ex officiis*, members of the Board. The remaining eight persons are nominated to the Council by the Governor, and, if the nomination be approved, they are appointed. The members appointed by the Governor

* Immediately after its organization, the Board issued an "Address to the People of Massachusetts," which was afterwards appended to their First Annual Report. (See, also, Common School Journal, Vol. I, p. 268.) In its internal organization, the Board has a standing committee of visiters, (so called,) for each of the State Normal Schools, an executive committee, a committee on school libraries, a committee on accounts, and such other committees as, from time to time, may be found necessary. The Secretary of the Board is chosen annually. He has a right to take part in the deliberations of the Board, but has no right of voting. The Board also chooses a Treasurer, who holds his office for one year.

and Council hold their office for the period of eight years; but for the purpose of securing a rotation of office, it was provided, in the original constitution of the Board, that the person first named in the commission should go out of office at the end of one year, the second at the end of two years, and so on, till the whole Board should be changed. This provision of the law having been executed, each new member is now appointed for the term of eight years; or, in case of the resignation of a member, to complete an unexpired term of eight years. In practice, the construction of the law has uniformly been, that no member is reäppointable as his own immediate successor. St. 1837, ch. 241, § 1.

185. In the act establishing the Board, (the provisions of which have since been very much modified and enlarged,) the following duties were enjoined upon them and upon their Secretary:—

1st. They were required to prepare and lay before the Legislature, in a printed form, on or before the second Wednesday in January, annually, an Abstract of the School Returns, received by the Secretary of the Commonwealth. Ib. § 2.

186. 2d. They were to appoint a Secretary, at a salary not exceeding one thousand dollars a year, whose duty it should be, under the direction of the Board, "to collect information of the actual condition and efficiency of the Common Schools, and other means of Popular Education, and to diffuse, as widely as possible, throughout every part of the Commonwealth, information of the most approved and successful methods of arranging the studies and conducting the education of the young, to the end that all children in this Commonwealth, who depend upon Common Schools for instruction, may have the best education which those schools can be made to impart." Ib.

187. 3d. The Board was required, annually, to "make a detailed Report to the Legislature of all its doings, with such observations as their experience and reflection might suggest upon the condition and efficiency of our system of Popular Education, and upon the most practicable means for improving and extending it." Ib. § 3.

188. Afterwards, by St. 1838, ch. 55, it was provided that

the expenses actually incurred in the discharge of their official duties, by those members of the Board who are appointed by the Governor and Council, after being audited and allowed by the Governor and Council, should be reimbursed to them. These expenses consist in the cost of attending the annual or other meetings of the Board, in making visitations to the State Normal Schools, in postage, stationery, &c. Their average amount has been not far from two hundred dollars a year, for the whole Board. The services of the Board are gratuitously rendered.

189. In 1838, the duties of the Secretary having been very much enlarged, his salary was fixed at $1500 a year. But no allowance was made for any expenses incurred in the discharge of his duties. During the continuance of the first Secretary in his office, no allowance was ever made for office-rent, clerk-hire, purchase of suitable or necessary books, and so forth, or for other incidental expenses. Though required, once in each year, at such time as the Board of Education should appoint, to "attend, in each county of the Commonwealth, a meeting of all such teachers of Public Schools, members of the school committees of the several towns, and friends of education generally in the country, as might voluntarily assemble;" yet no part of the travelling or other expenses of these circuits was ever provided for or refunded.*

SECRETARY OF THE BOARD OF EDUCATION.

190. The Secretary of the Board of Education is Librarian of the State Library. St. 1849, ch. 155, § 1. As such librarian, the apartments in the State House, occupied by the State Library, are furnished for his accommodation, and set apart as

* The first Secretary of the Board of Education never made application to the Legislature himself, nor suffered his friends to make application for him, for any clerical or other assistance in the discharge of the duties of his office, or for any relief from its pecuniary burdens. His ambition was to place the importance and utility of the office on such high and incontestable grounds that, when he should resign it, it should be deemed worthy to be incorporated into the government of the State as one of its integral and permanent departments; and that his successor should be placed upon such a footing of independence and dignity as should make his position an eligible one for any man of high talents, of varied attainments, and of philanthropic character. How far this ambition has been gratified, will appear by reference to the provisions subsequently enumerated in the text.

his office. He is to report annually, in the month of January, respecting the condition of the Library. Ib. § 3.

191. The Secretary has power to appoint an assistant, who, when necessary, shall act as clerk of the Board.

192. The Secretary is to "apply himself diligently to the object of collecting information of the condition of the Public Schools;"—"of the fulfilment of the duties of their office by all members of the school committees of all the towns, and the circumstances of the several school districts, in regard to all the subjects of teachers, pupils, books, apparatus, and methods of education; with the intent of furnishing all requisite materials for the report by law required from the Board of Education." St. 1838, ch. 159, § 1.

193. The Secretary is to suggest to the Board and to the General Court, improvements in the present system of Common Schools. St. 1849, ch. 215. This provision, in connection with a clause in the first section of the sixty-fifth chapter of the statutes of 1849, clearly implies that the Secretary is to make an annual report.

He is to visit, as often as his other duties will permit, different parts of the Commonwealth, for the purpose of arousing and guiding public sentiment in relation to the practical interests of education;

To collect in his office such school books, apparatus, maps and charts, as can be obtained without expense to the Commonwealth;

To purchase rare and valuable works on education for the use of the Board, and for the benefit of teachers, authors and others, who wish to consult them; for which purpose the sum of fifty dollars a year is placed at his disposal;

To receive and arrange in his office, the reports, returns and registers [blank,] now or hereafter in the office of the Secretary of the Commonwealth; and

To receive, preserve or distribute the State documents in relation to the Common School system. St. 1849, ch. 215, § 1.

194. The Secretary of the Board is to make up the annual Abstracts of the School Returns. St. 1847, ch. 183, § 1.

195. He is to cause the blank Forms of Inquiry, the School Registers, the Abstract of School Returns, and the annual Report

of the Board of Education and that of its Secretary, to be forwarded to the sheriffs of the several counties, for distribution to the clerks of the several towns and cities within their counties respectively. St. 1849, ch. 65, § 1.

196. He is also to make an annual report to the Legislature of the several expenses incurred by the Board of Education, "for any object whatever." Res., March 1, 1842.

197. The Secretary's salary is $1600 per annum, payable quarterly. St. 1849, ch. 215, § 2.

198. All necessary travelling expenses, incurred by the Secretary in the performance of his official duties, after being approved by the Board; and all postages and other necessary expenses arising in his office, are to be paid by the State. St. 1849, ch. 215, § 3.

SCHOOL REGISTERS.

199. The Board of Education are required to prescribe a blank Form for a School Register, to be used in all the Public Schools in the State. St. 1849, ch. 209. The Registers are to be forwarded from the office of the Secretary of the Board, through the hands of the sheriffs of the several counties, to the town clerks, by whom they are to be delivered to the school committees. St. 1849, ch. 65.

200. Each school is to be furnished with a Register. The committees of the towns having received the Registers are thenceforth responsible for them; and it is their duty to cause the Registers, in the form prescribed by the Board, to be faithfully kept in all the schools. St. 1838, ch. 105, § 6.

201. No teacher is entitled to receive any payment for his or her services, until the Register for his or her school, properly filled up and completed, shall be deposited with the school committee, or with such person as they may designate to receive it. St. 1849, ch. 209.

202. The following exhibits a condensed plan of the Register prescribed by the Board, and now in use in the schools of the State:*

* It being understood that the Board had under its consideration the subject of making some change in the form of the present Register, application was made to them for a copy

1. REGISTER of Kept by Commencing Ending	2. NAMES of School Committee for the Year 18 . NAME of Prudential Committee for the Year 18 .

4.	5. SCHOLARS.					6. RECORD OF DAILY ATTENDANCE FOR THE TERM.												
Names of Parents or Guardians.	Date of entering the School.	Date of leaving the School.	Scholar's Number.	Names of Scholars.	Age. Yrs. M's.	Mon.	Tues.	Wed.	Thurs.	Frid.	Sat.	Mon.	Tues.	Wed.	Thurs.	Frid.	Sat.	Mon.	Tues.

15. Length of School in months and days, four weeks making a month,	17. Average attendance of Scholars,
16. Whole number of different Scholars attending the School,	18. Wages of Teacher per month, $

Prefixed to the blank sheets of the Register are the following

DIRECTIONS AND EXPLANATIONS:

(1.) In the first blank are to be entered the name or designation of the school, —as "District No. 1," "Central District," or whatever it may be,—the name of the teacher, and the date of the school's commencing and closing.

(2.) This blank is for the names of the Superintending and Prudential Committees.

(3.) If school committees give the teacher a list of the books to be used in the school, he should immediately fill the blank, No. 3, by transcribing the list. The committee, if they prefer, may fill this blank, before delivering the Register to the teacher.

(4.) No. 4 requires no explanation.

(5.) The columns for the date of any scholar's entering or leaving the school may be left blank, unless when a scholar shall enter or leave *during the term*. If a scholar enters after the commencement of the term, let the date of the event be entered against his name, and let a horizontal black line be drawn from his "Age" to the column denoting the day when his attendance begins. That is,

of the new form, should a new one be adopted. But as the printing of this edition of the Report has already been delayed for some weeks awaiting the action of the Board, and as no new form has as yet been prepared, or decided upon by the Board, the existing form of the Register is inserted. Should any change be made before the last sheets of the Report go to press, the new form will be given in the Appendix.

3. LIST of Books prescribed by the School Committee.

7.	6. *contin'd.* RECORD* *continued.*					8.				9.	10.	11. STUDIES.						12. OTHER STUDIES, (if any.)				13.	14
Scholars' Number.	Wed.	Thurs.	Frid.	Sat.*	No. of times tardy.	No. of Absences reduced to days.	No. of days' attendance.	No. of days belonging to the School.	Absent at 1st visitation of School Committee.	Absent at last or closing visitation of School Com.	Orthography.	Reading.	Writing.	English Grammar.	Geography.	Arithmetic.					Days when visited by School Comm., & Names of Com. making the visit.	Remarks.	

19. Value of Teacher's Board per month, $

Signed,

Teacher.

if a scholar comes in, for the first time, on the first day of the second week of the school, let a horizontal black line be drawn, against his name, through the first six days of the school's keeping. So, when a scholar leaves, let a horizontal black line be drawn, against his name, *after the day on which he left.* In all other cases, it will be understood that the attendance commenced with the school, and that the scholar did not leave until its close.

In the column "Scholars' Number," enter a number from 1, onward, against all the scholars' names. Where the school consists of *thirty* different scholars, they are to be numbered from 1 to 30; if of sixty, then from 1 to 60, and so on. The object of this will be seen hereafter.

The *names* of the scholars may be entered in such order as the teacher may prefer; but it is suggested that an entry of the names, according to the order of the seats occupied, will prove most convenient; because, when the teacher is filling the Register, the arrangement of the scholars in their seats will then correspond with the order of their names in the Register, and will thus facilitate a reference from one to the other. As other circumstances, however, may conflict with this suggestion, the intelligent teacher is left to adopt his own course. Some teachers prefer the *alphabetical* order.

(6) (6.) In providing a blank for the daily attendance of each scholar, it is obviously necessary to make provision for the longest term during which any

* This Table of Daily Attendance, as contained in the Register, is so extended as to be sufficient for a period of six months.

of our schools are kept. As many of the schools, with the exception of vacations, are kept through the year, and others four or five months, both summer and winter, it is necessary that each sheet of the Register should be sufficient for any half year. The blank No. 6 will suffice for twenty-three weeks, and will doubtless be sufficient to meet the wants of any school for a half year.*

The blank supposes the school to begin on Monday; if it does not, but begins on Wednesday, for instance, let a horizontal line, or dash, be drawn, connecting the scholar's name with the column for the day when the school begins.

In the blank, the *weeks* are separated from each other by a heavy line; and by drawing a *brace* over the days belonging to any particular month, the *name*, (and, if desired, the *day* also,) of the month may be entered in writing, above them. It will then be seen, at a glance, during what months the school has been kept.

As it is hoped that the number of scholars in attendance will very much overbalance the number of absentees, it is the plan of the Register to denote tardinesses and absences by appropriate marks, but to make no entry for signifying attendance. By adopting this mode, the labor of the teacher will be greatly lightened, and a mere inspection will show the number of marks for tardiness or absence standing against any scholar's name, and sullying and disfiguring his portion of the Register.

Half a *caret*, thus, ⁄, will denote tardiness, and may be entered as soon after the school begins, as it is found that a scholar is not in his seat. If he afterwards comes in, the mark will stand, as evidence of his being late at school. If he does not come in during the half day, turn the half *caret* into a whole one, thus, ⋀, and it will denote a half day's absence. If the absence or tardiness be in the morning, let the sign of it be made in the upper half of the space; if it be in the afternoon, let it be entered in the lower half. There is sufficient room, in each space, for an entry, both morning and afternoon, if it be done neatly. As no entry, according to the plan of the Register, is to be made for indicating the presence of a scholar, the corresponding spaces against his name will be left vacant, unless teachers may choose to adopt some system of notation for signifying the moral conduct of the scholar, or the character of his recitations, or both. If they choose to do this, the otherwise unoccupied space will afford them an opportunity for making the entry. As only a part of our teachers are accustomed to keep such a record, and as the modes of keeping it are various, no form is here given, but each teacher is left to do as he pleases.

In the spaces where the days, *Monday*, *Tuesday*, &c., are printed, there is sufficient room for entering the state of the weather, as Fair, Cold, Snowy, &c. Such entries may serve to explain the causes for the tardiness or absence of some scholars, and they will also show that other scholars did not yield to them. If a thermometer belongs to the school, the teacher may enter here, if he pleases, the number of the degree at which the mercury stands at 12 o'clock, noon, of each day.

(7.) The first, or left-hand column, on the right-hand page, is for entering again the *number* of the scholar, (or his initials, as the teacher may prefer,) so as to aid the inspector's eye in running across the sheet.

* See Note, page 107.

(8.) At the close of the school, the aggregate number of the tardinesses, and of the *days* of each scholar's absence and attendance, together with the number of days he may have belonged to the school, will be entered here. The number of absences and attendances must be reduced to days before being entered in their respective columns.

(9) (10.) The marks ⁄ and ∧, in either of these columns, will denote, (as before,) the tardiness or absence of the scholar, on the days, or half days, of the committee's visitation. If no entry be made, the scholar's presence will be inferred.

(11.) Under this head, each of the studies required by the statute of the Commonwealth to be taught in every Common School has a separate column. The sign for *minus*, thus, —, entered in any column, will signify that the scholar is *not* pursuing the study named at its head. If no entry be made, it will indicate that the branches, named over the blank space, are pursued.

(12.) Under this head, any other study pursued in the school may be entered. The teacher will enter, in writing, the name of the study, and then the letter S. placed under it, and against any scholar's name, will indicate that he is studying it.

(13.) This requires no explanation.

(14.) Under this head, the teacher may enter any such remarks respecting the scholar,—his deficiency in class books, his conduct, &c. &c.,—as he may deem proper.

(15.) This requires no explanation.

(16.) The whole number of different scholars who may have belonged to the school during the term, will be ascertained by looking at the bottom of the third column, under No. (5), "Scholars' Number."

(17.) The average attendance of *any one scholar* may be found by comparing the whole amount of his attendance, (reduced to days,) with the whole number of the days, *during which he may have belonged to the school.*

The average attendance of *the whole school*, for the whole term, will be found in the following manner:—

Add up the two columns, "No. of days' attendance," and "No. of days belonging to the school." Reduce them by a common divisor to their lowest terms, (though the result will be the same if they are not so reduced,) and, as the latter, ("No. of days belonging to the school,") is to the former, ("No. of days' attendance,") so is the average number of scholars who have belonged to the school, to the average attendance.*

For example, suppose the footing of the column, "No. of days belonging to the school," to be 5600; suppose, also, the footing of the column, "No. of days' attendance," to be 5040, (there having been 560 absences,) and suppose the average number of scholars who have belonged to the school to be 70; then $\frac{5600}{5040} = \frac{10}{9}$, and as 10 : 9 :: 70 : 63. Sixty-three, therefore, is the average attendance. The result would be the same without the reduction; thus, as 5600 : 5040 :: 70 : 63.

The teacher, of course, will take into consideration the number of half days

* The average number of scholars who have belonged to the school is found by dividing the *amount* or *aggregate* of the "No. of days belonging to the school," by the whole number of days the school has been kept. The quotient will be the *average* number belonging to the school.

which constitute a school week, according to the custom of the place where he teaches. If both Wednesday and Saturday afternoons are half holidays, then ten half days, whether of absence or attendance, will make a week.

The above problem is so easy, that any teacher who cannot work it out correctly should be cautious about becoming a candidate for school keeping.

The Register books are of different sizes. Where the number of scholars in a school does not exceed thirty-three, two *pages* will be sufficient for a term. If the number of scholars be more than thirty-three, but not exceeding sixty-six, four *pages* will suffice for a term. And so of still larger schools.

Where more than one leaf is occupied, there will be some supernumerary headings; but this it was impossible to avoid.

It will be observed by school committees, that Register books of different sizes are sent to them. The different sizes of the books are intended to correspond with the different numbers of scholars belonging to their respective schools, as ascertained by an examination of the School Returns for the last and previous years. Where it has appeared by these Returns, that the number of scholars belonging to a school has been equal to *twenty-five*, a book sufficient for *thirty-three* has been prepared, in order to provide for an increase of the school. The same proportion has been observed in regard to larger schools. The school committees, of course, will distribute the Registers according to the number of scholars respectively belonging to their districts, or schools.

The books are designed to last for FIVE YEARS. Should another *sheet*, or another *book*, be wanted before the expiration of that time, application must be made to the Secretary of the Board, stating the whole number of the scholars belonging to the school, and whether or not that number will probably increase, before the expiration of the five years above mentioned.*

INQUIRIES AND RETURNS.

203. During the month of January,—and, of course, some months before the expiration of the committees' official year,—a Blank Form of Inquiry is to be prepared, under the direction of the Board of Education. One copy of this blank form is to be sent by the Secretary of the Board, through the hands of

* The above Form of a Register was prepared with great care, and after the examination of hundreds of different forms used in the schools of this country and in those of Europe. When the first sketch or outline of it was completed, it was exhibited, or a copy of it transmitted, to distinguished teachers in every county in Massachusetts, and to other teachers of the highest reputation, in the other New England States and in New York. As only one modification of any importance was suggested, it may be said to have had the unanimous approval of the most distinguished educators in this country.

The advantages of a permanent Register book over fugitive sheets, are almost too obvious to be enumerated. It is less expensive; it is less liable to be lost, mislaid, or mutilated; it will exhibit the condition of a school for a series of years; from its pages much can be learned of the early history of the scholars; and hence it will be one of the strongest proofs to show the intimate connection between youthful conduct and adult character. A manufacturer may as well be without a Time book, or a merchant without a Journal, as a teacher without a Register.

the sheriffs, to the clerks of the several cities and towns, and the clerks are respectively to deliver said copy to the school committee of each city and town in the State. St. 1846, ch. 223, § 3. 1849, ch. 65.

A portion of this blank is of a permanent character,—being the same, or substantially the same, from year to year; a portion of it is variable, being adapted to obtain information, on a certain class of facts, one year, and on another class, another year. The permanent part comprises all the great statistical facts,—such as the amount of money appropriated, the length of the schools, the total attendance and average attendance of the scholars, &c.,—which constitute the basis, and denote the prosperity, of the system. The Inquiries propounded by the other part are of such a nature that they need not be repeated from year to year. The Board has discretionary power to insert, in the blanks, whatever questions they deem expedient.*

* Among other questions propounded, within the last ten years, to school committees, professional men, and others, in order to obtain information bearing upon the question of Popular Education, are the following:—

Is inconvenience or discomfort suffered from the construction or location of schoolhouses in your town, and, if so, in what manner? Are the requisitions of law complied with in your town, in relation to the aggregate lengths of time in which schools are kept; the different kinds of schools kept, and the qualifications of the teachers employed? Does your town choose a school committee each year? Do they organize as a committee, and do they visit and examine the schools, as required by law? Are school committee men paid for their services, and, if so, how much? Are teachers employed for the Public Schools, *without* being examined and approved, or *before* being examined and approved, by the committee? Do parents in general exhibit any public interest in the character and progress of schools, by attending examinations or otherwise? Do the school committee select the kinds of books to be used in schools, or is it left to parents and teachers? Do the school committee cause books to be furnished, at the expense of the town, to such scholars as are destitute of those required? Is there a uniformity of books in the same school? Is any apparatus used in your schools? If so, in how many, and of what kinds is it? Have any teachers been employed who practise school keeping as a regular employment, or profession? If any, how many? Are they male or female?

Are scholars in your schools kept in spelling classes, from the time of their earliest combination of letters, up to the time of their leaving school; or what is the course ordinarily pursued, in regard to teaching orthography, and how long is it continued? Are there defects in teaching scholars to read? This inquiry is not made in regard to the pronunciation of words and the modulation of the voice; but do the scholars fail to understand the meaning of the words they read? Do they fail to master the sense of the reading lessons? Is there a presence, in the minds of the scholars, when reading, of the ideas and feelings intended to be conveyed and excited by the author?

Is there in your town any Town, Social, or District School Library? If so, how many? What number of volumes do they contain, and what is their present value, as nearly as you can estimate it? What number of persons have a right of access to them? Are the books of which they consist adapted to the capacities of children and youth, and have they good

intellectual and moral tendencies? Please be as particular as your convenience will allow, respecting the character of the books.

Have you any Mechanics' Institute in your town, either with or without reading rooms? If any, what number of members belong to it? Have you Lyceums, Literary Societies, or Associations under any name, before which courses of Popular Lectures, on literary or scientific subjects, have been delivered within the year last past? If any, what number of persons have usually attended the Lectures? What amount of money has been expended for Lectures within the last year? What is the probable amount of incidental expenses for Lecture rooms, fuel, lights, attendance, &c.? At what time were the above institutions established, and are they in a flourishing or declining condition?

How many schoolhouses are owned in your town, either by the town or school districts? How many schoolrooms are hired by the town or by districts? How many schoolhouses have been built in your town, since the beginning of the year 1838, to the present time? At what cost, including the price of land, and all fixtures and appurtenances? How many schoolhouses have been substantially repaired or remodelled during the same period? At what cost?

In how many of your Public Schools, (if in any,) are there regular exercises in vocal music?

On what basis is the money raised by your town apportioned or distributed among the school districts, and what is the lowest sum apportioned to any one district?

Please state how many schools have been broken up (if any) during the school year, and for what cause,—whether from incompetency of the teacher, insubordination of the scholars, or any other. Please state, in months, or in years and months, (as the case may be,) for what period of time your teachers have been engaged, respectively, in keeping school, and how many of them have taught, during the current year, for the first time.

How many of your schoolrooms have a black-board? How many have none? How many of your schoolrooms have outline maps? How many have none? How many of your schoolrooms have a globe? How many have none? What other apparatus is there in your schools?

QUESTIONS CONTAINED IN A CIRCULAR ADDRESSED TO MANUFACTURERS, RAILROAD CONTRACTORS, AGRICULTURISTS, &c. 1st. Have you had large numbers of persons in your employment or under your superintendence? If so, will you please to state how many? Within what period of time? In what department of business? Whether at different places? Whether natives or foreigners? 2d. Have you observed differences among the persons you have employed, growing out of differences in their education, *and independent of their natural abilities;* that is, whether, as a class, those who, from early life, have been accustomed to exercise their minds by reading and studying, have greater docility and quickness in applying themselves to work; and, after the simplest details are mastered, have they greater aptitude, dexterity, or ingenuity in comprehending ordinary processes, or in originating new ones? Do they more readily or frequently devise new modes by which the same amount of work can be better done, or by which more work can be done in the same time, or by which raw material or motive-power can be economized? In short, do you obtain more work and better work with less waste, from those who have received what, in Massachusetts, we call a good Common School education, or from those who have grown up in neglect and ignorance? Is there any difference in the earnings of these two classes, and consequently in their wages? 3d. What, within your knowledge, has been the effect of higher degrees of mental application and culture upon the domestic and social habits of persons in your employment? Is this class more cleanly in their persons, their dress, and their households; and do they enjoy a greater immunity from those diseases which originate in a want of personal neatness and purity? Are they more exemplary in their deportment and conversation, devoting more time to intellectual pursuits or to the refining art of music, and spending their evenings and leisure hours more with their families, and less at places of resort for idle and dissipated men? Is a smaller portion of them addicted to intemperance? Are their houses kept in a superior condition? Does a more economical and judicious mode of living purchase greater comforts at the same expense, or equal comforts with less means? Are their families better brought up, more respectably

dressed, more regularly attendant upon the school and the church; and do their children, when arrived at years of maturity, enter upon the active scenes of life with better prospects of success? 4th. In regard to standing and respectability among co-laborers, neighbors, and fellow-citizens generally, how do those who have enjoyed and improved the privilege of good Common Schools, compare with the neglected and the illiterate? Do the former exercise greater influence among their associates? Are they more often applied to for advice and counsel in cases of difficulty; or selected as umpires or arbitrators for the decision of minor controversies? Are higher and more intelligent circles for acquaintance open to them, from conversation and intercourse with which their own minds can be constantly improved? Are they more likely to rise from grade to grade in the scale of labor, until they enter departments where greater skill, judgment, and responsibility are required, and which, therefore, command a larger remuneration? Are they more likely to rise from the condition of employees, and to establish themselves in business on their own account? 5th. Have you observed any difference in the classes above-named, (I speak of them as classes, for there will, of course, be individual exceptions,) in regard to punctuality and fidelity in the performance of duties? Which class is most regardful of the rights of others, and most intelligent and successful in securing their own? You will, of course, perceive that this question involves a more general one, viz., from which of the above described classes, have those who possess property, and who hope to transmit it to their children, most to fear from secret aggression, or from such public degeneracy as will loosen the bands of society, corrupt the testimony of witnesses, violate the sanctity of the juror's oath, and substitute, as a rule of right, the power of a numerical majority, for the unvarying principles of justice. 6th. Finally, in regard to those who possess the largest shares in the stock of worldly goods, could there, in your opinion, be any police so vigilant and effective, for the protection of all the rights of person, property, and character, as such a sound and comprehensive education and training as our system of Common Schools could be made to impart; and would not the payment of a sufficient tax to make such education and training universal, be the cheapest means of self-protection and insurance? And in regard to that class which, from the accident of birth and parentage, are subjected to the privations and the temptations of poverty, would not such an education open to them new resources in habits of industry and economy, in increased skill, and in the awakening of inventive power, which would yield returns a thousand fold greater than can ever be hoped for, from the most successful clandestine depredations, or open invasion of the property of others?

EXTRACT FROM A CIRCULAR ADDRESSED TO PHYSICIANS. From a retrospect of your extensive medical practice, and from your observations on health and longevity, I trust you will be able to arrive at, or at least to approximate, some pretty definite conclusion respecting the *proportion* of sickness, physical disability, and premature death, which may be fairly attributed to an ignorance of physiological principles, already discovered, and which most persons would avoid, if proper attention were paid to early education and habits. Or, in other words,—in the present state of the science of Physiology, how great a *proportion* of disease, of suffering, of a diminution of the physical capacity of usefulness, and of the abridgment of life, comes from sheer ignorance, (as contradistinguished from that which proceeds from causes not known, or from inordinate indulgences,) and which, therefore, we might hope to see averted, if the community had that degree of knowledge which is easily attainable by all.

By so doing, I think you will furnish a powerful argument in favor of making those conditions, on which health and life depend, a subject of study, not only for adults, but especially for the young;—and, in order to reach the latter class as extensively as possible, you would prove the expediency of introducing the study of Physiology into our Common Schools, after the primary studies have been mastered.

204. The following is a copy of the permanent part of the Blank Form of Inquiry:

[On one side of the blank sheet is the following:]

INQUIRIES to be answered in respect to each Public School in the Town of for the School Year .

Number or Name of each School.	No. of Scholars of all ages in each Common School.		Average attendance in the several Schools.		Number of months each School is kept.		Number of Teachers in each School in Summer.		Number of Teachers in each School in Winter.		Males.			Females.		
	In the Summer.	In the Wint.	In the Summer.	In the Wint.	Summer Term.	Wint. Term.	Males.	Females.	Males.	Females.	Amt. of wages per month, including value of board.	Value of board per *month*.	Amount of wages per month, exclusive of board.	Amt. of wages per month, including value of board.	Value of board per *month*.	Amount of wages per month, exclusive of board.

[On the other side is the following:]

INQUIRIES to be answered in respect to the Public Schools, &c. in the Town of for the School Year .

1. What amount of money is raised by taxes for the support of schools, including only teachers' wages, board and fuel?
2. Of what value are the board and fuel, (if any,) voluntarily contributed for the Public Schools in your town?
3. Are there any incorporated academies? If any, what number of months is each kept? What is the average number of scholars attending each? And what is the estimated amount of money paid for tuition therein?

No. of Incorporated Academies.	No. of Months kept.	Average No. of Scholars.	Amount paid for Tuition.	Miscellaneous Remarks.

4. Are there any unincorporated academies, private schools, or schools kept to prolong Common Schools? If any, what number of months is each kept? What is the average number of scholars attending each? And what is the amount of money paid for tuition therein?

No. of Unincorporated Academies, Private Schools, and Schools kept, &c.	No. of Months kept.	Average No. of Scholars.	Amount paid for Tuition.	Miscellaneous Remarks.

5. What number of persons are there in your town between the ages of 5 and 15 years?
6. What number under the age of 5 years attend the Public Schools?
7. What number over the age of 15 years attend the Public Schools?
8. Are there are any funds for the support of Common Schools? If any, what is their amount, and what their annual income?

[*Signed*]
} *School Committee.*

We, the School Committee of , do certify, from the best information we have been able to obtain, that on the first day of May, in the year , there were belonging to said town the number of persons between the ages of five and fifteen years; and we further certify, that said town has raised the sum of dollars for the support of Common Schools for the current year,* including only the wages and board of teachers, and fuel for the schools.

[*Signed*]
} *School Committee.*

ss.

On this day of , personally appeared the above named , School Committee of the town of , and made oath that the above certificate, by them subscribed, is true. Before me,

Justice of the Peace.

* The words "current year," mean the school year .

205. When these forms are sent out, they are called "Blank Forms of Inquiry;" when returned by the committees, they are called "Returns."

206. If, through accident or mistake, any committee should fail to receive a Blank Form of Inquiry on or before the last day of March, it is their duty forthwith to give notice of such failure to the Secretary of the Board, who must then transmit such blank as soon as may be. St. 1846, ch. 223, § 3. 1849, ch. 65, § 1. This leaves committees without any excuse for not making their Returns within the period prescribed by law.

207. The committees, having received the Blanks, are to take the Registers which have been kept through the year, to collate and condense, (or transcribe, as the case may require,) the respective entries made therein, to answer all the inquiries which the blank contains, to make oath to a certificate of the number of persons between the ages of 5 and 15, within the town, on the first day of the preceding May, and of the amount of money which the town has raised by tax during the then current year, for the payment of the wages and board of teachers, and for providing fuel for the schools, to sign the same, by a majority at least of their members, and to return it to the office of the Secretary of State, on or before the last day of April. St. 1846, ch. 223, § 2.

In order to make the Return a valid one, it has recently been decided by the House of Representatives, (on the petition of the school committee of Boston, 1845,) that said Return must be signed by a majority of the committee.

208. But whenever, in consequence of vacancies occurring in the committee of any city or town, after the date of the warrant for the annual town meeting for the election of their successors, or the inability, arising after the said date, of any of the members of said committee to act, such committee shall be reduced to a minority of the original number, the remaining members of the committee are competent to make the returns required to be made and transmitted to the office of the Secretary of the Commonwealth. In such case, however, the returns must be accompanied by a certificate of the person or persons so making them, setting forth the existence of such

vacancies or disabilities, and the time when they arose. St. 1849, ch. 144.

209. If the respective parties, before mentioned, have performed the duties required of them by law, the following things have now been done :—

1. A School Register has been prepared by the Board of Education, and a number of copies of the same has been forwarded to the several school committees sufficient to supply each school in their respective towns with one copy.

2. The committees have distributed the Registers among the teachers, at or before the commencement of their respective schools.

3. The teachers have made their daily entries in the Registers, and each teacher, at the close of his school, has, as a condition precedent to his right to demand payment for his services, delivered his book to the committee, or to some person authorized by them to receive it.

The Board of Education has also prepared a Blank Form of Inquiry, and one copy of the same has been transmitted by the Secretary of the Board to each school committee in the State.

5. The school committee have taken the Registers of all the schools in the town, collated and condensed their statistical items, and transferred the results to the Blank Form of Inquiry. They have also answered all such questions as may have been inserted in the Forms, have authenticated the whole by the proper signatures and certificates, and have returned the same, (on or before the last day of April of each year,) to the office of the Secretary of State for the use of the Board of Education.

It is obvious that a vast body of statistical information, comprehensive, exact, and touching all the vital interests of the schools, will now have been collected, and deposited in the hands of the Board.

SCHOOL COMMITTEES' REPORTS.

210. But there is another fruitful field of wisdom, whose productions have not yet been gathered.

By the law of 1838, ch. 105, § 1, and a reënactment of the

same, with slight modifications,—St. 1846, ch. 223, § 4,—the school committees of all the towns are required annually to make a "detailed report" of the condition of the several Public Schools, in their respective towns, which report shall contain such statements and suggestions in relation to these schools as the said committee shall deem necessary or proper to promote the interests thereof. This report is to be read before the assembled citizens, at an annual town meeting to be held in each town, in the month of February, March, or April; or, *at the discretion of the school committee*, to be printed for the use of the inhabitants.

It will be seen that, by virtue of the above provision, the report prepared by the committee must be either read in open town meeting, or printed for the use of the inhabitants; and that it is left optional with the committee to decide which course shall be taken.

211. The law, requiring the committee, as one of the alternatives of their duty, to print their report, while it does not prescribe the number of copies to be printed, leaves the determination of this question, of course, with the committee. If they exercise their discretion in an unimpeachable manner, their decision is final and binds the town. The town thereby becomes liable to defray all the necessary expenses incident to the printing and distribution of the report.

212. The report, if printed, is to be printed "for the use of the inhabitants." A fair construction of this would seem to imply that one copy at least should be supplied to every head of a family or householder in the town, and to every voter, whether or not he might be the head of a family or a householder, together with a few extra copies for the use of the committee, to enable them to exchange reports with the committees of other towns. In populous cities, where it cannot be expected that every householder or voter would read the report, a less number may be sufficient.

213. The original report, whether read in open town meeting, or printed for the use of the inhabitants, is to be deposited in the office of the town clerk. St. 1846, ch. 223, § 4; 1838, ch. 105, § 1.

No jurisdiction or control over this report seems to be given to the town. They may accept it in testimony of their approval; but they have no authority to reject it, or to modify it. The law points out the path which the original report must take:—it must be read in open town meeting, or be printed for the use of the inhabitants, and then go to its place of deposit in the office of the town clerk. Neither, on the other hand, has the report, as such, any legal force or validity. It may recommend new measures or propose the abolition of old ones; but, if not accepted or made authoritative and binding by the act of the town, the old measures will continue in force, and the newly proposed ones will have no legal existence.

214. The school committee of each town must make a copy of the report and transmit it to the office of the Secretary of State, on or before the last day of April. This copy must be certified or attested; but the law does not say by whom. Doubtless, any member of the committee, by law required to make the report, or the clerk of the town, who is made the legal depositary of it, would be held a proper certifying officer, within the meaning of the law. St. 1846, ch. 223, § 4; 1838, ch. 105, § 1.

SCHOOL ABSTRACTS.

215. When the Returns,—which were described above, and which embrace all the statistics of the schools,—together with the Reports which contain the committees' "detailed" statements of the condition of the schools, are received by the Secretary of the Commonwealth, both classes of documents are handed over to the Board of Education. From these documents, the Secretary of the Board prepares a volume, entitled "The Abstract of the Massachusetts School Returns."

216. The Reports of the committees are all carefully read by the Secretary of the Board, and selections are made from them of such parts as possess the greatest interest and value, and to such an extent as is compatible with the limits of the volume to be prepared. In his office, also, the Returns are all collated and condensed, and arranged in convenient tabular forms, so as to show, as far as statistics can show it, both the

actual and relative condition of the schools, in every town in the State. St. 1838, ch. 105, § 7.

217. It is obvious, from the nature of the case, that the statistical returns of our schools, if accurately made, and made by all the towns in the State, must possess an intrinsic and permanent value. The tables, (if prepared as they have hitherto been,) will show the population and valuation of each town, and the number of persons belonging to it between the ages of 5 and 15 years. Thus they give direct and authentic information of the number of children to be provided for, and of the extent of the town's pecuniary resources, from which its ability to make provision arises. They will show the number of Public Schools in each town, the whole number of children who have attended these schools at any time during the year; how many of them were between the ages of 5 and 15 years, how many were under 5 and how many were over 15; and, in connection with these items, they also show the average number in attendance. They show the aggregate length of all the schools in each town, both for the summer and winter terms, and the number of teachers in each town and their sex. They show the average compensation made to teachers, both male and female, and the value of their board. They show the amount of money raised by tax in each town, and, as the amount of the valuation of each town is also given, it is easy to determine what percentage the respective towns levy upon themselves for this object. The number of children between 5 and 15 being also given, it is easy to see how much the towns raised *per capita* for the education of the children within them. If the inhabitants of any town have the public spirit which prompts them to contribute something, either in the way of supplying board for the teachers, or fuel for the schools, beyond the regular appropriation made by the town in its corporate capacity, that amount also appears; and if there are any funds or revenues devoted by any town to this purpose, the town is credited with their amount.

218. The existence of any other educational means is also recognized and reported. The number of incorporated academies, with the number of months they may have been kept

during the year, the average number of scholars belonging to them, and the aggregate paid for tuition therein; the number of private schools of all kinds, together with the number of months kept, average of scholars, and aggregate of tuition,—all have their appropriate heads, and are matters of distinct statement. From these last-mentioned items, it may be seen, at a glance, whether the academies of the State are in a flourishing or a declining condition, and whether the private schools, in any town, are gaining upon and supplanting the Public Schools, or whether the spirit of republicanism and Christianity is gradually levelling up the privileges of the poorer classes to an equality with those of their more wealthy townsmen.

For a complete specimen of the Statistical Tables, as they are annually prepared, see Appendix.

219. The Reports of the committees embrace a species of information which statistics can never exhibit. If the committees have performed their duty, they have thoroughly examined every teacher before he was allowed to enter his school. They have made themselves acquainted not only with the text books already in the schools, but with such of their competitors for public favor as present any reasonable claims to superiority. They have visited all the schools within their jurisdiction, both summer and winter,—once shortly after their commencement, to ascertain their condition; once each month during their progress, to inspect, to counsel, and to encourage; and once near their close, to winnow the chaff from the wheat, by a thorough examination. At these visitations, they have had an opportunity to learn the condition of the schoolhouse and its appurtenances, and to determine their fitness or unfitness as a place for physical, mental, and moral growth. They have had an opportunity to observe the manners of the teacher in his intercourse with the children,—to learn whether he has been actuated by a proper spirit in the relation which he has sustained to the future citizens of a republic and to heirs of immortality, and whether he has had the tact and the talent successfully to execute the good things he may have devised for their benefit. They have had an opportunity to ascertain on what principles the school has been classified, the regular or irregular attend-

ance of the scholars, their supply or deficiency of text books, the presence or absence of black-boards, charts, maps, globes, and other apparatus, the possession or non-possession of a school library, and so forth. They have had an opportunity to know whether the irrevocable lapse of a most important period of the pupils' lives has left its equivalent of improvement behind it,—in fine, whether the teacher has carried the children successfully forward through one of the stages of that immense distance that lies between the weakness, the ignorance, and the irresponsibility of infancy, and the power, the knowledge, and the majestic and glorious attributes of full-developed manhood.

220. Nor has the attention of the faithful and intelligent school committee been circumscribed even within the ample outline of duties above denoted. They have inquired what has been done in other towns, and with what results of success or of failure, and they have investigated the causes of either; they have cautiously experimented, wherever the probabilities of reason or the preponderance of testimony gave hope of improvement; and they have critically examined into all those external relations, those *circumstances of the neighborhood*, which bear with favorable or with adverse influence upon the schools. Surveying the vast interests intrusted to their care, foreseeing the mighty events to be one day evolved from inceptive processes, now so minute, and, to most minds, so trivial, and pervaded by a sense of religious obligation for the faithful discharge of their duties, the committee have sought for wisdom as for hid treasure, and have studied to turn all their acquisitions to practical account.

It is under these circumstances, that the faithful committee sit down to deliberate upon and to prepare their report. They award personal commendation or censure; they point out improvements and defects in modes or systems; they detail the results of experiments, whether successful or unsuccessful; they propose changes, or give their reasons for adhering to existing usages; in fine,—having formed opinions, by the aid of experience, observation, and study,—they seek to advance those opinions from theory to practice.

221. Beyond any thing hitherto spoken of, it must also be mentioned, that one most conspicuous and far-shining quality, in many of the committees' reports, has been their eloquent advocacy of the precious and enduring interests connected with our Common Schools;—not any brilliant declamation or rhetorical artifices do I mean; but there has been a calm and steady transfusion into the public mind of the great thoughts which belong to this great theme, until many, who before looked upon the institution as valueless, or even as oppressive, have come to regard it as containing the only guaranties of liberty, order, and law. Just in proportion as the community has appreciated this interest, it has itself been elevated. Such, indeed, is the effect with which nature invariably rewards the attainment of any new truth. Truth enfranchises its recipient. It gives prerogatives and dominion unknown before; and, wherever it restrains, it makes its disciple see that the freedom of which he before boasted was but bondage. The devotee of sensual and sordid propensities, if once he can be made to taste the refined and exquisite gratifications of generosity and nobleness, will turn and dash in pieces the idol pleasures which before he had worshipped as gods.

222. The Reports of the committees, containing the matured results of their observation and experience, and the Returns, comprising the statistics of the schools, being placed in the hands of the Secretary of the Board of Education, are the materials from which the Annual Abstract is compiled. Hitherto the volumes of Abstracts have averaged nearly or quite three hundred closely printed octavo pages. The number of copies of the Abstract, which are to be printed for distribution, has never been determined by law. The customary number, since they were first required to be printed, has been 1750. When ready for distribution, one copy is given to each member of the Legislature, so that the rulers of the State may have the means of knowing the condition of its schools, and be exculpated from the criminality of that ignorance and indifference which attach to so vast a proportion of all the legislators of the country, whether State or National. One copy is sent to each town and city clerk, and two or more copies to each

board of school committee men in the Commonwealth. Thus each town and each school committee, in requital for its own contribution to the common stock, receives back the views, plans, suggestions, and experimental results, of all the other committees in the State. The light emanating from each town is concentrated in a focus, from which its whole radiance is reflected back to every point, whence any beam of it was originally rayed forth.

In reading the reports from year to year, it has been interesting to remark, how a voice of wisdom emanating from one committee, perhaps in a remote or obscure section of the State, would, the succeeding year, be echoed back from a hundred points; and how an original or important suggestion, thrown out for consideration in one town, would come back, the subsequent year, reported upon as tried by the test of experiment, and ratified. In some instances, two different towns have tried the same experiment with different results, and hence, have sent forth opposite opinions respecting its utility. Upon this conflict of testimony, a third town has re-subjected the case to experiment, detected the causes of the different results which had been reported, and determined more accurately the conditions of success.

In only one instance has there been too free a use, by any committee, of the labors of others. In that case, an entire report, made in a previous year by the committee of a distant town, was transcribed, without alteration or acknowledgment, and submitted as original,—a bold, bald, unmitigated, unconscionable plagiarism!

REPORTS OF THE BOARD OF EDUCATION, AND ITS SECRETARY.

223. Another instrumentality provided by the Legislature for diffusing information, not only on the subject of Common Schools, in particular, but on the general principles of education and on educational systems, is the following:—

By the act establishing the Board of Education, they were authorized to appoint a Secretary, whose duty it should be to "collect information," &c. See *ante*, 186. St. 1837, ch. 241, § 2.

224. By the same act, the Board of Education was required, annually, to "make a detailed report to the Legislature of all its doings, with such observations as their experience and reflection might suggest, upon the condition and efficiency of our system of Popular Education, and the most practicable means of improving and extending it." St. 1837, ch. 241, § 3.

225. By the act of 1849, ch. 65, § 1, the Secretary of the Board is required, among other things, to forward to the sheriffs "the Annual Report of the Board of Education, *and that of its Secretary.*" This clearly implies that it is now the legal duty, as it has heretofore been the practice, of the Secretary, to make an Annual Report.

226. It is the duty of the clerk of the Senate, for the time being, to cause to be printed annually, before the meeting of the Legislature, or as soon thereafter as may be, eight thousand copies of the Report of the Board of Education, three thousand copies of which are to be reserved for the members of the Legislature. Resolve, 1849, ch. 52.

227. It has been before mentioned that all documents, sent out by the Secretary of the Board, are to be sent to the sheriffs of the respective counties. *Ante*, 195. St. 1849, ch. 65, § 1.

228. These documents are to be distributed, by each sheriff, to the clerks of the cities and towns within his county, for which service he is entitled to receive three cents a copy, to be paid by the treasurer of the Commonwealth. Ib.

229. When the clerks of the several cities and towns receive the documents so transmitted, they are to deliver the blank Forms of Inquiry and the Registers to the school committee. St. 1849, ch. 65, § 2. They are also to deliver one copy of the Annual Abstract of School Returns and one copy of the Report of the Board of Education and of its Secretary, to the secretary of the school committee, to be by him carefully kept for the use of the committee, and handed over to his successor in office; and also two additional copies of said reports for the use of said committee; and it is further the duty of said clerks to deliver one copy of the said report to the clerk of each of the school districts in his city or town, to be by said district

clerk deposited in the district school library, if there be one, and if not, to be carefully kept by himself for the use of the prudential committee, the teachers, and the inhabitants of the district, during his continuance in office, and then to be handed over to his successor; and in case the city or town shall not be districted, the said reports shall be delivered to the school committee, and so placed by them that they shall be accessible to the several teachers and to the citizens; and said reports shall be deemed to be the property of the city or town, and not of any officer, teacher, or citizen thereof. St. 1849, ch. 65, § 2.

All the *direct* means for diffusing information among the citizens at large, on the subject of schools and of education, have now been enumerated.

Among other provisions for increasing the efficiency of our schools, are the laws and resolves on the subject of Apparatus, District School Libraries, State Normal Schools, Teachers' Institutes, &c.

SCHOOL LIBRARIES AND APPARATUS.

230. The inhabitants of any school district, in any city or town, and of any city or town not divided into school districts, may, at any meeting called for that purpose, raise money for the purchase of libraries and necessary school apparatus, in the same manner as school districts may now raise money for erecting and repairing schoolhouses in their respective districts. St. 1849, ch. 81, § 1.

231. In addition to the above liberal provisions, the State offers a bounty to encourage the purchase of school libraries, on the following conditions:—

Each school district, in every town legally divided into school districts, however small may be the number of the children belonging to it, on exhibiting proof to the treasurer of the Commonwealth that it has raised and appropriated the sum of fifteen dollars or more for a district school library, is entitled to receive fifteen dollars from said treasurer, to be expended for the same object. Said moneys are to be paid over by the treas-

urer to the order of the selectmen of the town, or the mayor of the city, in which such district is situated. Resolve, March 3, 1842.

232. If any school district has twice sixty children between the ages of 4 and 16 years, and shall produce evidence to the treasurer that it has raised and appropriated, for a school library, twice fifteen dollars, then, and on the same terms and conditions as above specified, it is entitled to draw from the treasurer twice fifteen dollars, for the same purpose. Any district containing *three* times sixty scholars between the ages of 4 and 16, *four* times sixty, or any higher number of times sixty, has the same ratable or proportional claim upon the treasurer, on exhibiting the same proof of its title. Resolves, March 7, 1843, and March 11, 1844.

233. Any town or city in the Commonwealth, whose territory is *not* legally divided into school districts, on producing evidence to the treasurer that it has raised and appropriated for school libraries as many times fifteen dollars, as the number sixty is contained, exclusive of fractions, in the number of children between 4 and 16 years of age belonging to such town or city, is entitled to receive from said treasurer, to be expended for the same purpose, as many times fifteen dollars, as the number sixty is contained in the number of its children between the above-mentioned ages. Resolve, March 7, 1843.

234. For special provisions in regard to school libraries for the schools of the city of Boston, see Resolve, March 25, 1845.

235. The question has been once or twice asked, and under circumstances which authorized the suspicion that some ulterior action was contemplated, whether a school district, after having received and expended the bounty of the State for the purchase of a school library, could then sell the library and dispose of the money for any other purpose,—either by dividing it among the inhabitants of the district, or in any other way. Disclaiming all authority and desire to adjudicate upon the merits of such a case, I have, nevertheless, expressed the individual opinion, that any disposition of a library, purchased in part by means derived from the State, for any other purpose than that of re-investing the proceeds of the sale in other library books, would not be warranted by law.

The object and intent of the law evidently were to establish a library for the benefit of the school district. A school district has the nature and qualities of a perpetual corporation. The library, therefore, was as much designed for those who are to belong to the district in future, as for those who are now members of it. Hence, each district holds its library not only for the benefit of the children now belonging to it, but for the benefit of their successors. To dispose of it, therefore, and appropriate the proceeds of the sale for any other purpose, even though in itself a laudable one, would seem to be a breach of trust; and, if so, it would, of course, be unlawful. The Legislature of the State doubtless has power,—should it ever see good reason,—for granting a dispensation.

236. It is supposed that a town would have no more right than a district to abolish its school libraries, after having availed itself of the bounty of the State for their procurement.

237. Any town or district, being the legal owner of a school library, has, according to the principles of the common law, a right to make all reasonable rules and regulations for its care and management.

STATE NORMAL SCHOOLS.

238. One of the most efficient agencies for improving not only the Common Schools, but all the schools in the State, has been the State Normal Schools.

In a communication made by the Secretary of the Board of Education to the Legislature, dated March 12, 1838, it was stated that private munificence had placed at his disposal the sum of ten thousand dollars, to be expended, under the direction of the Board of Education, for qualifying teachers for our Common Schools, on condition that the Legislature would place in the hands of the Board an equal sum, to be expended for the same purpose.

On the 19th day of April of the same year, resolves were passed, accepting the proposition, and authorizing the Governor, with the advice and consent of the Council, to draw his warrant upon the treasurer for the sum of ten thousand dollars, to be placed at the disposal of the Board for the purpose specified in the communication made by the Secretary.

239. The Board, after mature deliberation, decided to establish three Normal Schools,—one for the northeastern, one for the southeastern, and one for the western part of the State. Accordingly, one was opened at Lexington, in the county of Middlesex, on the 3d day of July, 1839. This school, having outgrown its accommodations at Lexington, was removed to West Newton, in the same county, in September, 1844, where it now occupies a commodious building.

The second Normal School was opened at Barre, in the county of Worcester, on the 4th day of September, 1839. This school has since been removed to Westfield, in the county of Hampden, both on account of the insufficiency of the accommodations at Barre, and because the latter place is situated far east of the centre of population of the western counties.

The third school was opened at Bridgewater, on the 9th day of September, 1840, and is permanently located at that place.

240. For the two last-named schools, there had been, from the beginning, very inadequate schoolroom accommodations. In the winter of 1845, a memorial, on behalf of certain friends of education in the city of Boston and its vicinity, was presented to the Legislature, offering the sum of five thousand dollars, to be obtained by private subscription, on condition that the Legislature would give an equal sum, for the purpose of erecting two Normal Schoolhouses,—one for the school at Westfield and one for that at Bridgewater. By resolves of March 20, 1845, the proposition of the memorialists was accepted and the grant made; and by the same resolves it was ordered, "that the schools, heretofore known as Normal Schools, shall be hereafter designated as State Normal Schools."

241. The school at West Newton is appropriated exclusively to females; those at Bridgewater and Westfield admit both sexes.

242. Among the standing regulations adopted by the Board, for the government of the State Normal Schools, are the following:—most of which were adopted in the beginning, and have been constantly in force,—only a few modifications, and those very slight ones, having since been introduced.

Admission. As a prerequisite to admission, candidates must

declare it to be their intention to qualify themselves to become school teachers. If they belong to the State, or have an intention and a reasonable expectation of keeping school in the State, tuition is gratuitous. Otherwise, a tuition-fee is charged, which is intended to be about the same as is usually charged at good academies in the same neighborhood. If pupils, after having completed a course of study at the State Normal Schools, immediately engage in school-keeping out of the State, or in a private school or an academy, they are considered as having waived the privilege growing out of their declared intention to keep a Common School in Massachusetts, and are held bound in honor to pay a tuition-fee for their instruction.

If males, pupils must have attained the age of seventeen years complete, and of sixteen, if females; and they must be free from any disease or infirmity, which would unfit them for the office of school teachers.

They must undergo an examination, and prove themselves to be well versed in orthography, reading, writing, English grammar, geography, and arithmetic.

They must furnish satisfactory evidence of good intellectual capacity and of high moral character and principles.

Examinations for admission take place at the commencement of each term, of which there are three in a year.

Term of Study. At West Newton and Bridgewater, the minimum of the term of study is one year, and this must be in consecutive terms of the schools. In regard to the school at Westfield, owing to the unwillingness of the pupils in that section of the State to remain at the school even for so short a time as one year, the rule requiring a year's residence has been from time to time suspended. It is found to be universally true, that those applicants, whose qualifications are best, are desirous to remain at the school longest.

Course of Study. The studies first to be attended to, in the State Normal Schools, are those which the law requires to be taught in the district schools, namely, orthography, reading, writing, English grammar, geography, and arithmetic. When these are mastered, those of a higher order are progressively taken.

For those pupils who wish to remain at the school more than one year, and for all belonging to the schools, so far as their previous attainments will permit, the following course is arranged :—

1. Orthography, reading, grammar, composition, rhetoric, and logic.

2. Writing, drawing.

3. Arithmetic, mental and written, algebra, geometry, book-keeping, navigation, surveying.

4. Geography, ancient and modern, with chronology, statistics, and general history.

5. Human Physiology, and Hygiene, or the Laws of Health.

6. Mental Philosophy.

7. Music.

8. Constitution and History of Massachusetts and of the United States.

9. Natural Philosophy and Astronomy.

10. Natural History.

11. The Principles of piety and morality common to all sects of Christians.

12. THE SCIENCE AND ART OF TEACHING WITH REFERENCE TO ALL THE ABOVE-NAMED STUDIES.

RELIGIOUS EXERCISES. A portion of the Scriptures shall be read daily in every State Normal School.

VISITERS. Each Normal School is under the immediate inspection of a Board of Visiters, who are in all cases to be members of the Board of Education, except that the Secretary of the Board may be appointed as one of the visiters of each school.

The Board appoints one Principal Instructor for each school, who is responsible for its government and instruction, subject to the rules of the Board, and the supervision of the visiters. The visiters of the respective schools appoint the assistant instructors thereof.

243. To each Normal School an Experimental or Model School is attached. This school is under the control of the Principal of the Normal School. The pupils of the Normal School assist in teaching it. Here, the knowledge which they

acquire in the science of teaching is practically applied. The art is made to grow out of the science, instead of being empirical. The Principal of the Normal School inspects the Model School, more or less, daily. He observes the manner in which his own pupils exemplify, in practice, the principles he has taught them. Sometimes, all the pupils of the Normal School, together with the Principal, visit the Model School in a body, to observe the manner in which the teachers of the latter, for the time being, conduct the recitations or exercises. Then, returning to their own schoolroom, in company with the assistant teachers themselves, who have been the objects of inspection, each one is called upon to deliver his views, whether commendatory or otherwise, respecting the manner in which the work has been performed. At this amicable exposition of merits and defects, the Principal of the Normal School presides. After all others have presented their views, he delivers his own; and thus his pupils, at the threshold of their practice, have an opportunity to acquire confidence in a good course, of which they might otherwise entertain doubts, and to rectify errors which otherwise would fossilize into habit.

The salaries of the teachers of the State Normal Schools are paid by the State.

244. An appropriation of seven thousand dollars a year, (by a Resolve which will expire in April, 1852,) is made for the support of the Normal Schools. Resolve, 1849, ch. 89.

TEACHERS' INSTITUTES.

245. Teachers' Institutes are assemblies of teachers, of one or of both sexes, for the purpose of being taught. In other words, a Teachers' Institute is a school composed of teachers, and of persons intending to become such, who assemble to spend a longer or a shorter time together, for the purpose of improvement in the art of teaching. The duration of the meeting is not fixed. It is longer or shorter, according to the ability and zeal of the members. It is not known that any one has been held for a shorter period than one week. Some have continued six weeks. As an instrumentality adapted to the improvement of teachers at large, Institutes were first in-

troduced in the state of New York. They are now held in various states,—New York, Massachusetts, Maine, Connecticut, Rhode Island, New Hampshire, Vermont, Ohio, Michigan, Pennsylvania, and perhaps others.

246. Massachusetts was the first State to afford legislative encouragement to Teachers' Institutes. The sum of twenty-five hundred dollars a year is placed at the disposal of the Board of Education, to defray certain expenses incident to this class of meetings. St. 1846, ch. 99, § 3.

247. Whenever "reasonable assurance" is given to the Board, that a number of teachers of Common Schools, not less than fifty, shall desire to assemble for the purpose of forming a Teachers' Institute, and to remain in session for such period of time as the Board shall determine, then the Board, by a committee, or by their Secretary, or, in case of his inability, by such person or persons as they may delegate, are to appoint a time and place for a meeting, make suitable arrangements therefor, and give due notice thereof. St. 1846, ch. 99, § 1; 1848, ch. 10; 1849, ch. 62.

248. The Board, or their committee or appointee, must engage teachers and lecturers for each Institute that may be called; provide rooms, fires, lights, attendance, and so forth; but for these purposes, they are not authorized to expend on any one Institute a greater sum than two hundred dollars. By a regulation of the Board, the personal expenses of the Secretary of the Board, incurred in calling and attending the Institutes, may be defrayed from said sum of two hundred dollars; but no extra allowance is made for his services. The personal expenses of the members for travel, board, and so forth, are to be defrayed by themselves.

249. The committee of the Board, its Secretary, or, in his absence, the person appointed by them, or him, stands in the same relation to the Institute in which a teacher stands to his school.

250. The instruction at the Institutes is designed to be of such a character as shall furnish a model for Common School exercises, although the former will naturally partake more of the oral method than the latter. Owing to the shortness of

the time during which the Institutes are usually held, they can do but little besides giving some practical skill,—some knowledge of the *art* of teaching. For a mastery of principles, or an indoctrination into the *science* of teaching, Normal Schools must be the main and the only unfailing reliance, in any system of Common Schools.

251. The evenings of the session are usually occupied by debates, or by lecturers, who treat of any of the important topics embraced in the vast range of Common School interests.

PENALTIES FOR DISTURBING SCHOOLS, FOR NOT PROVIDING, AND FOR WITHHOLDING, THE MEANS OF EDUCATION.

252. Every person who shall wilfully interrupt or disturb any school, or other assembly, met for a lawful purpose, within the place of such meeting or out of it, shall be punished by imprisonment in the county jail, not more than thirty days, or by fine not exceeding fifty dollars. St. 1849, ch. 59.

253. In addition to the penalties to which any town, school district, or school officer may be liable, at common law, for malfeasance or nonfeasance in the performance of official duty, it is expressly provided by statute, that if any town shall refuse or neglect to raise money for the support of schools, as required by law, such town shall forfeit a sum equal to twice the highest sum which had ever before been voted for the support of schools therein. Rev. St., ch. 23, § 60.

254. If any town shall refuse or neglect to choose a school committee to superintend its schools, or to choose a prudential committee for its several districts, when it is the duty of the town to choose such prudential committee, such town shall forfeit a sum not less than one hundred nor more than two hundred dollars, which shall be paid into the treasury of the county. One fourth of said sum shall be for the use of the county; the other three fourths shall be paid by the county treasurer to the school committee of the town on which the fine had been imposed; or, if no such committee exists, then to the selectmen of the town for the use of the schools therein. Ib.

255. Every such sc[illegible]committee or board of selectmen

must forthwith receive, from the treasurer of the county, any money so payable to them, and must apportion and appropriate the same to the support of the schools of such town, in the same manner as it should have been appropriated, if it had been regularly raised by the town for that purpose. Ib. § 61.

256. Children in Manufacturing Establishments. No child under the age of fifteen years shall be employed in any manufacturing establishment, unless such child shall have attended some public or private day school,—where instruction is given by a teacher qualified according to law to teach orthography, reading, writing, English grammar, geography, arithmetic, and good behavior,—at least one term of eleven weeks of the twelve months next preceding the time of such employment, and for the same period during any and every twelve months in which such child shall be so employed. St. 1836, ch. 245, § 1; 1849, ch. 220, § 1.

257. The above prohibition does not apply to any child who shall have removed into this Commonwealth from any other state or country, until such child shall have resided six months within this Commonwealth. 1849, ch. 220, § 1.

258. The owner, agent, or superintendent of any manufacturing establishment, who shall employ any child in such establishment contrary to the above provision, shall forfeit a sum not exceeding fifty dollars for each offence, to be recovered by indictment, to the use of Common Schools in the town where such establishment may be situated. St. 1836, ch. 245, § 2; St. 1842, ch. 60, § 2; 1849, ch. 220, § 3.

259. If any owner, agent, or superintendent of a manufacturing establishment, before employing any child under the age of fifteen years, shall obtain and preserve a certificate, signed by the instructor of the school where such child did attend, at least one term of eleven weeks of the twelve months next preceding the time of such employment, declaring that said child has received the instruction required by law, and if the truth of the certificate shall be sworn to by the instructor before some justice of the peace for the county where the instructor resides, and, upon the certificate, shall also be certified the fact of the administration of an oath or affirmation by said justice,

then the person otherwise liable to said penalty shall be exempted therefrom. St. 1838, ch. 107; 1849, ch. 220, §§ 1, 3.

260. It is the special duty of the school committees in the several towns and cities of the Commonwealth to prosecute the owners, agents, or superintendents of manufacturing establishments, for employing children under fifteen years of age, who have not received the instruction above described. St. 1842, ch. 60, § 1.

261. No child under the age of twelve years can be lawfully employed to labor, in any manufacturing establishment, more than ten hours in any one day. St. 1842, ch. 60, § 3.

262. The owner, agent, or superintendent of any manufacturing establishment, who shall knowingly employ any child, under the age of twelve years, more than ten hours in any one day, shall forfeit the sum of fifty dollars for each offence, to be recovered in any court competent to try the same, to the use of the person prosecuting. St. 1842, ch. 60, § 4.

263. Any child, unlawfully excluded from public school instruction in this Commonwealth, may recover damages therefor, in an action on the case, to be brought in the name of said child by his guardian or next friend, in any court of competent jurisdiction to try the same, against the city or town by which the public school instruction is supported. St. 1845, ch. 214. This act was passed in order to secure to all colored children equal privileges with the whites, in all our schools.

AIDS AND ENCOURAGEMENTS TOWARDS UNIVERSAL EDUCATION.

264. It is the duty of all resident ministers of the gospel, of the selectmen and the school committees, in the several towns and cities of the State, to exert their influence and use their best endeavors, that the youth of their towns or cities shall regularly attend the schools established for their instruction. Rev. St., ch. 23, § 8; ch. 2, § 6, art. 17.

265. All property belonging to Common School districts, the income of which is appropriated to the purposes of education, is exempt from taxation. St. 1843, ch. 85.

266. Massachusetts School Fund. In the year 1834, it was enacted that from and after the first day of January then

next, all moneys in the treasury derived from the sale of lands in the state of Maine, and from the claim of the State on the government of the United States for military services, and not otherwise appropriated, together with fifty per cent. of all moneys thereafter to be received from the sale of lands in the state of Maine, should be appropriated to constitute a permanent fund for the aid and encouragement of Common Schools; *provided*, that said fund shall never exceed one million of dollars. St. 1834, ch. 169, § 1. Rev. St., ch. 11, § 13. St. 1844, ch. 6, § 1.

267. The investment of all moneys appropriated to the school fund is to be made by the treasurer of the Commonwealth, with the approbation of the Governor and Council. Rev. St., ch. 11, § 14.

268. When the lands are sold, notes are usually, if not always, taken. The usage and practice under the act have always been, to add the interest accruing on the notes to the principal. When the notes are paid, the moneys received are invested, and then become a part of the *funded capital.* It is the income of the funded capital only which is distributed among the towns.

269. The Massachusetts School Fund, therefore, consists of two parts. 1. "*Notes for lands*," the interest of which is added to the principal of the fund, until the notes are paid. 2. "*The funded capital*,"—that is, stocks, notes of banks, cash deposited and bearing interest, &c.,—the interest of which is annually distributed. The whole amount of the fund, on the first of June, 1849, was $868,452 60. The amount of income which was apportioned to cities and towns, on the same day, (besides $240 given to certain tribes of Indians,) was $33,763 20. A part of the fund bears an interest of six per cent.; no part of it bears a less interest than five per cent.

270. All sums of money drawn from the treasury, by virtue of appropriations made for educational purposes, are a charge upon the moiety of the proceeds of the sales of the public lands now set apart for the purpose of constituting a "school fund;" and all payments made on account of such appropriations are to be deducted from the amount received into the

treasury from the moiety of the sales of the public lands, before such moiety shall be credited to the school fund. If the sum received on account of said moiety should not be sufficient to pay the sum drawn, on account of any appropriation for educational purposes, such draft must then be paid from the "school fund" already invested. St. 1846, ch. 219, § 2.

271. The income of the funded capital, to the first day of June, in each year, (excepting the sum of two hundred and forty dollars appropriated to the Indians, as hereafter mentioned,) is apportioned by the secretary and treasurer of the Commonwealth, and is payable by the treasurer, on the tenth day of July, to the treasurers of the several cities and towns for the use of the Common Schools therein, according to the number of persons in said cities and towns between the ages of 5 and 15 years, provided certain conditions have been complied with by said cities and towns. St. 1846, ch. 223, § 5; 1849, ch. 117; 1840, ch. 7, § 1; 1839, ch. 56, § 3. Rev. St., ch. 23, § 67. See *ante*, 269.

272. The conditions, whose performance entitles a city or town to a distributive share of the income of the fund, are the following:—

1st. It must have raised by taxation, upon the polls and estates therein, for the payment of the wages and board of teachers, and for fuel for the schools, a sum equal at least to one dollar and fifty cents for each person, between the ages of 5 and 15 years, belonging to said city or town on the first day of May. St. 1846, ch. 223, § 5; 1849, ch. 117, § 3.

273. 2d. It must have ascertained, through the agency of the school committee, as soon as practicable after the first day of May, and by their actual examination, or in such other way as they may direct, the number of persons belonging to said city or town, on said first day of May, between the ages of 5 and 15 years, and the said number must be certified by the oath of the committee. The committee must also certify under oath the amount of money which the town has raised by taxation, for the payment of the wages and board of the teachers, and for fuel for the schools. St. 1846, ch. 223, § 2. The certificates of the committee must be signed and sworn to by a

majority of the committee, with an exception previously mentioned. See *ante*, 208, and St. 1849, ch. 144.

274. 3d. It must, by its school committee, have answered all the inquiries and filled all the blanks contained in the Blank Form of Inquiries prepared by the Board of Education, and transmitted by its Secretary. St. 1846, ch. 223, § 3.

275. 4th. The school committee of said town or city must have made a detailed report of the condition of the several Public Schools within their jurisdiction, which report must contain such statements and suggestions, in relation to said schools, as the committees may deem necessary or proper in order to promote the interests thereof. This report must be read in open town meeting, at one of the annual meetings of the town, or, at the discretion of the committee, be printed for the use of the inhabitants of the town. The original report must be deposited in the office of the town clerk, and a certified copy of it be transmitted by the committee to the Secretary of the Commonwealth, on or before the last day of April. Ib. § 4.

Indians. Within the limits of Massachusetts there are a few small tribes or communities of Indians. According to an actual enumeration of them, made by commissioners, in 1848, their whole number, including all people of color connected with them, amounted to 847. *See Report of F. W. Bird, Whiting Griswold, and Cyrus Weeks. House Document for* 1849, *No.* 46.

276. That there may not be a child in the State destitute of the means of education, the Commonwealth annually approates the following sums for the support of Common Schools among these Indians, namely:—

For the Marshpee Indians, one hundred dollars. Rev. St., ch. 23, § 68.

For the Gay Head Indians, sixty dollars. St. 1838, ch. 154.

For the Christiantown and Chappequiddick Indians, sixty dollars. Ib.

For the Herring Pond Indians, twenty dollars. Ib.

These sums are to be paid over on the first of January, annually. Rev. St., ch. 23, § 68. St. 1838, ch. 154.

An annual account of the appropriation of these moneys is to be rendered to the Governor and Council.

277. In addition to the above, the sum of twenty-five hundred dollars was reserved from the Surplus Revenue, and has been loaned by the treasurer of the Commonwealth, the income of which is distributed as follows, namely:—

To the Marshpee Indians, the income of one thousand dollars. St. 1837, ch. 85, § 7.

To the Christiantown and Chappequiddick Indians, the income of six hundred dollars. Ib.

To the Gay Head Indians, the income of six hundred dollars. Ib.

To the Herring Pond Indians, the income of three hundred dollars. Ib. All of said sums are to be paid over in the month of March, annually, and to be appropriated to the purposes of Common School education among said Indians. Ib.

278. American Institute of Instruction. This society was formed in the year 1830. It held its first meeting in the hall of the House of Representatives, in Boston, on the 19th day of August of the same year. At this meeting, eleven states were represented. A constitution was adopted, which declares that the object of the society shall be "the diffusion of useful knowledge in regard to education." Discussions were held and twelve lectures delivered. In 1831, the society was incorporated under the name of "The American Institute of Instruction." St. 1831, ch. 67. It has since held annual meetings, and has published nineteen volumes of lectures delivered before it. The twentieth volume is now in press.

279. To enable the society to publish its lectures, and otherwise to promote the object of its formation, the Legislature of Massachusetts, since the year 1835, has granted it an annuity of three hundred dollars. Res. 1835, March 14; 1840, March 23; 1845, ch. 112.

280. The Institute may justly be considered as the source of all the improvements in education, which have since been made in New England and the other Northern States; and its influence is slowly diffusing itself through the uncongenial regions of the South.

281. Massachusetts Teachers' Association. The sum of one hundred and fifty dollars is to be paid annually, in the month of August, to the president or treasurer of the Massachusetts Teachers' Association, to be applied to the purposes of said association. Resolve, 1849, ch. 75.

282. County Associations of Teachers. Whenever any County Association of Teachers and others shall hold semi-annual meetings of not less than two days each, for the express purpose of promoting the interests of Common Schools, such associations are entitled to receive fifty dollars a year from the State. St. 1848, ch. 301, § 1.

283. For obtaining said sum of fifty dollars, the president and secretary of the association must certify under oath, to the Governor, that two such semi-annual meetings have been held. The Governor will then draw his warrant on the treasurer of the Commonwealth. Ib. § 2.

284. The Deaf and Dumb. The State of Massachusetts makes an annual grant of eight thousand five hundred dollars to defray the expenses of instruction, board, washing, lodging, and stationery of all the indigent deaf and dumb persons, belonging to it, who are between the ages of 8 and 25 years. These beneficiaries of the State are educated at the American Asylum in Hartford, Connecticut. Res. Feb. 18, 1825, ch. 83; March 24, 1843; 1847, ch. 94.

285. To encourage and assist those parents, who have sufficient pecuniary ability to pay for the education of their children, at Hartford, the State will, in the first instance, become responsible to the asylum for all expenses of instruction, board, &c., and will accept the obligation of the parents to make reimbursement. Res. Feb. 18, 1825, ch. 83.

286. The beneficiaries of the State are entitled, under the above provisions, to remain at the institution at Hartford, for the period of six years. Res. Feb. 18, 1825; March 24, 1843.

287. The Blind. The Perkins Institution and Massachusetts Asylum for the Blind was opened in 1833. By virtue of the Resolves of the sixteenth and twenty-eighth of February, 1833, and others of a subsequent date, the institution has received not less than a hundred and twenty thousand dollars from the

treasury of the State; and yet no one doubts that it has saved the community much more than this sum, by turning those, who would otherwise have been dependents and burdens upon their friends or upon society, into intelligent, industrious, and useful citizens. All this, however, is nothing when compared with the sufferings it has relieved and the happiness it has bestowed.

288. By the Resolve of 1847, ch. 49, the sum of $9000 is annually appropriated to the institution, during the pleasure of the Legislature. The condition attached to this grant is, that the institution shall receive, board, lodge, and educate forty indigent blind persons, belonging to the Commonwealth, if there shall be so many applicants. In point of fact, the institution has always received and educated *all* the indigent blind belonging to the State, who have brought themselves within the general rules for admission adopted by its government.

289. By the Resolve of 1849, ch. 77, the sum of $5000 was given to the institution for the purpose of erecting, on the land of the institution, a suitable workshop for the employment of *adult* blind poor persons; on condition that the institution should add thereto the like sum of $5000, and any further sum that might be found necessary to complete the building. This establishment is to be under the general superintendence of the trustees of the Blind Institution. It will furnish employment and the means of a comfortable subsistence to the adult blind poor.

290. Idiots. A sum, not exceeding twenty-five hundred dollars a year, is appropriated for three years for the purpose of testing the teachableness and improvability of idiots. Resolve, 1848, ch. 65. Under this Resolve, a school for idiots has been opened in the Blind Institution, at South Boston. The effects already produced upon the members of the school furnish the most gratifying auguries of its ultimate success.

291. Prisoners in the State Prison, in Jails, and in Houses of Correction. The county commissioners of the several counties in the Commonwealth are authorized, at their discretion, and at the expense of their respective counties, to provide moral and religious instruction for the prisoners confined in their jails and houses of correction. St. 1848, ch. 29.

292. The sum of one hundred dollars annually is appropriated, from the funds of the State Prison, to be expended by the warden, under the direction of the inspectors of the prison, for the increase, preservation, and care of the library of said prison. Res. 1847, ch. 16.

293. The warden and inspectors of the State Prison, the county commissioners of each county, the mayor and aldermen of the city of Boston, with the sheriffs of each county respectively, are authorized to furnish, at the expense of said counties, suitable instruction in reading and writing, for one hour each evening, (Sundays excepted,) to all such prisoners as may be benefited by said instruction, and are desirous to receive the same. St. 1848, ch. 324, § 3.

294. Lyceums, &c. Any twenty or more persons, in any county or town in the State, may associate together for the purpose of mutual improvement and the promotion of common education, and may become a corporation by any name they may choose to adopt. Rev. St., ch. 41, § 7. St. 1846, ch. 94, § 1. Such corporation may hold real and personal estate to any amount not exceeding twenty thousand dollars. St. 1846, ch. 94, § 2.

295. State Reform School. The State Reform School is located at Westborough, in the county of Worcester. It is about twelve miles distant from the city of Worcester, and two and a half from the Boston and Worcester Railroad. This school was established by the State, by the act of 1847, ch. 165. It was opened for the admission of members, November 1, 1848. The buildings afford accommodation for 300 boys, besides all necessary apartments for superintendent, teachers, and attendants. A farm of about 225 acres belongs to the establishment. The grants made by the State for the erection of buildings, and other objects connected with the institution, amount to $115,000. Besides this, an individual, who concealed his person, and showed only his bountiful hand, gave $22,500 for the school.*

296. The object of the school is declared to be, "*for the in-*

* Since ascertained to be the Honorable Theodore Lyman, who died July 17, 1849.

struction, employment, and reformation of juvenile offenders." The government is vested in a board of seven trustees, to be appointed and commissioned by the Governor, by and with the advice and consent of the Council. St. 1847, ch. 165, § 1.

Two trustees are to be appointed and commissioned annually; and, for this purpose, the places of the two senior members, as they stand arranged in their commission, are to be annually vacated. The actual expenses of the trustees are to be refunded to them. No trustee receives any compensation for his services. Ib. § 14.

297. The trustees of the school, for the time being, are a corporation for the purpose of taking and holding, to themselves and their successors, in trust for the Commonwealth, any grant or devise of lands, and any donation or bequest of money, made for the use of the institution, and for the purpose of preserving and investing the proceeds of any such grant, devise, donation, or bequest, in notes, bonds, or other securities. St. 1848, ch. 305, § 1.

298. The trustees have charge of the general interests of the institution; they appoint its officers, and have full visitatorial powers. St. 1847, ch. 165, § 2.

299. Whenever any boy, under the age of sixteen years, shall be convicted of any offence known to the laws of the Commonwealth, and punishable by imprisonment, *other than such as may be punished by imprisonment for life*, the court or justice, before whom such conviction shall be had, may, at their discretion, sentence such boy to the State Reform School, or to such punishment as is now provided by law for the same offence. If the sentence shall be to the school, then it shall be in the alternative, to the State Reform School, *or* to such punishment as would have been awarded, without this act. Ib. § 4.

300. Any boy, convicted and sent to the school, may be there kept, disciplined, instructed, employed, and governed until he shall be either reformed or discharged; or he may be bound out by the trustees; or, if adjudged by them to be incorrigible, or an unfit subject for the school, he may be remanded to prison under the sentence of the court. Ib. §§ 5, 6.

301. No commitment of any boy can be for a longer term

than for his minority, nor for a shorter term than one year. Boys, however, whom the trustees adjudge to be reformed, may be discharged at any time. Whenever any boy is discharged, as reformed, or by the expiration of his term, or as having arrived at the age of twenty-one, such discharge is a full and complete release from all penalties and disabilities, created by the sentence. Ib. § 7.

302. The trustees may bind out the boys, as apprentices or servants. When any boy is so bound, all the parties to the indentures come within the provisions of the eightieth chapter of the Revised Statutes, "*Of Masters, Apprentices, and Servants.*" Ib. § 8.

303. The trustees are to cause the boys under their charge to be instructed in piety and morality, and in such branches of useful knowledge as shall be adapted to their age and capacity. The boys are also to be instructed in some regular course of labor, either mechanical, manufacturing, agricultural, or horticultural, or a combination of them, as shall be best suited to their age and strength, disposition and capacity; or in any such other arts and trades, as may seem to the trustees best adapted to secure the reformation, amendment, and future benefit of the boys. In binding them out, the trustees must have scrupulous regard to the religious and moral character of those to whom they are bound, to the end that they may secure to the boys the benefit of a good example and wholesome instruction, and the sure means of improvement in virtue and knowledge, and thus the opportunity of becoming intelligent, moral, useful, and happy citizens of this Commonwealth. Ib. § 9.

304. The superintendent, together with such subordinate officers as the trustees may appoint, are to have the immediate charge and custody of the boys. The superintendent must be a constant resident at the institution, and must discipline, govern, instruct, and employ, and use his best endeavors to reform the inmates, in such a manner, as, while preserving their health, will secure the formation, as far as possible, of moral, religious, and industrious habits, and regular, thorough progress and improvement in their studies, trades, and various employments. Ib. § 10.

305. The superintendent must keep a register, containing the name and age of each boy, and the circumstances connected with his early history; and he is also to add such facts as may come to his knowledge relating to the subsequent history of each boy, while at the institution, and after he shall have left it. Ib. § 11.

306. One or more of the trustees must visit the school once in every two weeks, for the examination of the boys in the schoolroom and workshop. Once in every three months, the school, in all its departments, is to be thoroughly examined by a majority of the board, and a report made. Annually, in December, an abstract of the quarterly reports is to be prepared, which, together with a full report by the superintendent, is to be laid before the Governor and Council, for the information of the Legislature. Ib. § 15.

For other information respecting the management of the farm, the pecuniary responsibility of certain officers, &c. &c., see the statute itself, 1847, ch. 165.

307. INTERNATIONAL LITERARY AND SCIENTIFIC EXCHANGES. By a standing Resolve, the sum of three hundred dollars is appropriated annually to promote the system of international literary and scientific exchanges, introduced by M. Vattemare. Res. 1849, ch. 115. See also Resolves of 1845, ch. 51, and of 1847, ch. 41.

PROVISION FOR ANSWERING THE REQUESTS OF OTHER STATES AND FOREIGN COUNTRIES.

308. The constitution of Massachusetts, after having declared the obvious truths, that the encouragement of arts and sciences and all good literature tends to the honor of GOD, the advantage of the Christian religion, and the benefit of the State, proceeds to recognize and to act upon the principles of a wise and broad philanthropy, by superadding, that it tends also to the benefit of "*the other United States of America.*" Ch. 5, sec. 1, art. 1.

309. In pursuance of this noble and beneficent sentiment, the Legislature, by a standing provision, has *instructed* the Secretary of the Commonwealth, under the direction of the

Governor, to obtain and forward, *at the public expense*, books and other documents containing information respecting the literary, charitable, and other institutions of this Commonwealth, as applications for the same are received, from time to time, from the authorities of other states or of foreign countries. Res. March 20, 1845, ch. 101.

I have now completed, as well as I have been able, the proposed account of our laws and decisions on the subject of Public Instruction. The recital of this provision for sending abroad, to other states and foreign countries, gratuitous information respecting our education and our charities, brings the work I had undertaken to an appropriate close. It is the topmost spire of light shooting its beams high up and afar off, from the Pharos of our educational and charitable institutions, for the enlightening of mankind;—at once illuminating the earth and pointing to heaven.

Massachusetts is *parental* in her government. More and more, as year after year rolls by, she seeks to substitute prevention for remedy, and rewards for penalties. She strives to make industry the antidote to poverty, and to counterwork the progress of vice and crime by the diffusion of knowledge and the culture of virtuous principles. She seeks not only to mitigate those great physical and mental calamities of which mankind are the sad inheritors, but also to avert those infinitely greater moral calamities which form the disastrous heritage of depraved passions. Hence it has long been her policy to endow or to aid asylums for the cure of disease. She succors and maintains all the poor within her borders, whatever may have been the land of their nativity. She founds and supports hospitals for restoring reason to the insane; and even for those violators of the law whom she is obliged to sequestrate from society, she provides daily instruction and the ministrations of the gospel at the public charge. To those who, in the order of nature and providence, have been bereft of the noble faculties of hearing and of speech, she teaches a new language, and opens their imprisoned minds and hearts to conversation with

men and to communion with God; and it hardly transcends the literal truth to say, that she gives sight to the blind. For the remnants of those aboriginal tribes who, for so many ages, roamed over this land, without cultivating its soil or elevating themselves in the scale of being, her annual bounty provides good schools; and when the equal, natural and constitutional rights of the outcast children of Africa were thought to be invaded, she armed her courts of judicature with power to punish the aggressors. The public highway is not more open and free for every man in the community, than is the public schoolhouse for every child; and each parent feels that a free education is as secure a part of the birthright of his offspring, as Heaven's bounties of light and air. The State not only commands that the means of education shall be provided for all, but she denounces penalties against all individuals, and all towns and cities, however populous or powerful they may be, that shall presume to stand between her bounty and its recipients. In her righteous code, the interception of knowledge is a crime; and if parents are unable to supply their children with books, she becomes a parent and supplies them.

The policy of the State promotes not only secular but religious instruction; yet in such a way, as leaves to every individual the right of private judgment and the sacred freedom of conscience.

Public sentiment exceeds and excels the law. Annually, vast sums are given for eleemosynary and charitable purposes; —to promote the cause of temperance, to send the gospel to the heathen, and to diffuse the doctrines of peace, which are the doctrines of the Prince of Peace.

For public, free education alone, including the direct outlay of money, and the interest on capital invested, Massachusetts expends, annually, more than a million of dollars. To support religious institutions for the worship of God and the salvation of men, she annually expends more than another million; and what she gives away, in the various forms of charity, far exceeds a third sum of equal magnitude. She explores the world for new objects of beneficence; and so deep and common is the feeling which expects and prompts all this, that she is gradually changing and ennobling the definition of a cardinal word

in the language of morals,—doing what no king or court with all their authority, nor royal academy with all its sages and literary men, can do,—she is changing the meaning of *Charity* into *Duty*.

For the support of the poor, nine tenths of whose cost originate with foreigners or come from one prolific vice, whose last convulsive energies she is now struggling to subdue, she annually pays more than three hundred thousand dollars; for the support and improvement of public highways, she pays a much larger sum; and within the last dozen or fourteen years, she has invested a capital in railroads, within and without the State, of nearly or quite sixty millions of dollars.

Whence come her means to give, with each returning year, more than a million of dollars to public education; more than another million to religion; and more than a third to ameliorate and succor the afflicted and the ignorant at home, and to bless, in distant lands, those who sit in the region and shadow of death? How does she support her poor, maintain her public ways, and contribute such vast sums for purposes of internal improvement, besides maintaining her immense commercial transactions with every zone in the world?

Has she a vast domain? Her whole territory would not make a court-yard of respectable dimensions to stand in front of many of the states and territories belonging to the Union.

Does she draw revenues from conquered provinces or subjugated realms? She conquers nothing, she subdues nothing, save the great elemental forces of nature, which God gives freely, whenever and wherever they are asked for in the language of genius and science; and in regard to which no profusion or prodigality to one can diminish the bounty always ready for others.

Does she live by the toil of a race of serfs and vassals whom she holds in personal and hereditary bondage,—by one comprehensive and sovereign act of violence seizing upon both body and soul at once, and superseding the thousand acts of plunder which make up the life of a common robber? Every man who treads her sacred soil is free; all are free alike; and within her borders, for any purpose connected with human slavery, iron will not be welded into a fetter.

Has she rich mines of the precious metals? In all her coffers, there is not a drachm of silver or of gold which has not been obtained by the sweat of her brow or the vigor of her brain.

Has she magazines of mineral wealth imbedded in the earth, or are her soil and climate so spontaneously exuberant that she reaps luxuriant harvests from uncultivated fields? Alas! the orator has barbed his satire, by declaring her only natural productions to be granite and ice!

Whence, then, I again ask, comes her wealth?—I do not mean the gorgeous wealth which is displayed in the voluptuous and too often enervating residences of the affluent, but that *golden mean* of property,—such as Agur asked for in his perfect prayer,—which carries blessings in its train to thousands of householders; which spreads solid comfort and competence through the dwellings of the land; which furnishes the means of instruction, of social pleasures and refinement, to the citizens at large; which saves from the cruel sufferings and the more cruel temptations of penury. The families, scattered over her hills and along her valleys, have not merely a shelter from the inclemencies of the seasons, but the sanctuary of a home. Not only food, but books, are spread upon their tables. Her commonest houses have the means of hospitality; they have appliances for sickness, and resources laid up against accident and the infirmities of age. Whether in her rural districts or her populous towns, a wandering, native-born beggar is a prodigy, and the twelve millions of dollars deposited in her Savings' Institutions do not more loudly proclaim the frugality and providence of the past, than they foretell the competence and enjoyments of the future.

One copious, exhaustless fountain supplies all this abundance. It is Education,—the intellectual, moral, and religious education of the people. Having no other mines to work, Massachusetts has mined into the human intellect, and, from its limitless resources, she has won more sustaining and enduring prosperity and happiness than if she had been founded on a stratification of silver and gold, reaching deeper down than geology has yet penetrated. From her high religious convictions, she has

learned that great lesson,—*to set a value upon time.* Regarding the faculties as the gift of God, she has felt bound both to use and to improve them. Mingling skill and intelligence with the daily occupations of life, she has made labor honorable; and, as a necessary consequence, idleness is disgraceful. Knowledge has been the ambition of her sons, and she has reverenced and venerated the purity and chastity of her matrons and her daughters. At the hearth-stone, at the family table, and at the family altar,—on all those occasions where the structure of the youthful character is *builded up*, these sentiments of love for knowledge and of reverence for maidenly virtue have been *builded in;* and there they stand, so wrought and mingled with the fibres of being, that none but God can tell which is nature and which is education; which we owe primarily to the grace of Heaven, and which to the coöperating wisdom of the institutions of men. Verily, verily, not as we ought, have we obeyed the laws of Jehovah, or imitated the divine example of the Savior; and yet, for such imperfect obedience and distant imitation as we have rendered, God has showered down manna from the heavens, and opened a rock whence flow living waters to gladden every thirsty place. He who studies the present or the historic character of Massachusetts will see,—and he who studies it most profoundly will see most clearly,—that whatever of abundance, of intelligence, or of integrity, whatever of character at home or of renown abroad she may possess,—all has been evolved from the enlightened, and at least partially Christianized mind, not of a few, but of the great masses of her people. They are not the result of outward riches or art brought around it, or laminated over it, but of an awakened inward force, working energetically outwards, and fashioning the most intractable circumstances to the dominion of its own desires and resolves; and this force has been awakened and its unspent energies replenished, more than from all things else, by her Common Schools.

When we witness the mighty achievements of art,—the locomotive taking up its burden of a hundred tons, and transporting it for hundreds of miles, between the rising and the setting sun; the steamboat cleaving its rapid way, triumphant

over wind and tide; the power-loom, yielding products of greater richness and abundance, in a single day, than all the inhabitants of Tyre could have manufactured in years; the printing-press, which could have replaced the Alexandrian library within a week after it was burnt; the lightning, not only domesticated in the laboratories of the useful arts, but employed as a messenger between distant cities; and galleries of beautiful paintings, quickened into life by the sunbeams;—when we see all these marvels of power and of celerity, we are prone to conclude that it is to them we are indebted for the increase of our wealth and for the progress of our society. But were there any statistics to show the aggregate value of all the thrifty and gainful habits of the people at large;—the greater productiveness of the educated than of the brutified laborer; the increased power of the intelligent hand and the broad survey and deep intuition of the intelligent eye;—could we see a leger account of the profits which come from forethought, order, and system, as they preside over all our farms, in all our workshops, and emphatically in all the labors of our households,—we should then know how rapidly their gathered units swell into millions upon millions. The skill that strikes the nail's head, instead of the finger's ends; the care that mends a fence and saves a cornfield, that drives a horseshoe nail and secures both rider and horse, that extinguishes a light and saves a house; the prudence that cuts the coat according to the cloth, that lays by something for a rainy day, and that postpones marriage until reasonably sure of a livelihood; the forethought that sees the end from the beginning, and reaches it by the direct route of an hour instead of the circuitous gropings of a day; the exact remembrance impressed upon childhood to do the errand as it was bidden; and, more than all, the economy of virtue over vice; of restrained over pampered desires;—these things are not set down in the works on Political Economy; but they have far more to do with the Wealth of Nations than any laws which aim to regulate the balance of trade, or any speculations on capital and labor, or any of the great achievements of art. That vast variety of ways in which an intelligent people surpass a stupid one, and an exem-

plary people an immoral one, has infinitely more to do with the well-being of a nation, than soil, or climate, or even than government itself, excepting so far as government may prove to be the patron of intelligence and virtue.

From her earliest colonial history, the policy of Massachusetts has been to develop the minds of all her people, and to imbue them with the principles of duty. To do this work most effectually, she has begun it with the young. If she would continue to mount higher and higher towards the summit of prosperity, she must continue the means by which her present elevation has been gained. In doing this, she will not only exercise the noblest prerogative of government, but will coöperate with the Almighty in one of his sublimest works.

The Greek rhetorician Longinus quotes from the Mosaic account of the creation what he calls the sublimest passage ever uttered: "God said, 'Let there be light,' and there was light." From the centre of black immensity effulgence burst forth. Above, beneath, on every side, its radiance streamed out, silent, yet making each spot in the vast concave brighter than the line which the lightning pencils upon the midnight cloud. Darkness fled, as the swift beams spread onward and outward, in an unending circumfusion of splendor. Onward and outward, still they move to this day, glorifying, through wider and wider regions of space, the infinite Author from whose power and beneficence they sprang. But not only in the beginning when God created the heavens and the earth, did he say "Let there be light." Whenever a human soul is born into the world, its Creator stands over it, and again pronounces the same sublime words, "Let there be light."

Magnificent, indeed, was the material creation, when, suddenly blazing forth in mid space, the new-born sun dispelled the darkness of the ancient night. But infinitely more magnificent is it, when the human soul rays forth its subtler and swifter beams;—when the light of the senses irradiates all outward things, revealing the beauty of their colors and the exquisite symmetry of their proportions and forms; when the light of reason penetrates to their invisible properties and laws, and displays all those hidden relations that make up all the

sciences; when the light of conscience illumines the moral world, separating truth from error, and virtue from vice. The light of the newly-kindled sun, indeed, was glorious. It struck upon all the planets, and waked into existence their myriad capacities of life and joy. As it rebounded from them, and showed their vast orbs all wheeling, circle beyond circle, in their stupendous courses, the sons of God shouted for joy. That light sped onward, beyond Sirius, beyond the Pole-star, beyond Orion and the Pleiades, and is still speeding onward into the abysses of space. But the light of the human soul flies swifter than the light of the sun, and outshines its meridian blaze. It can embrace not only the sun of our system, but all suns and galaxies of suns; ay! the soul is capable of knowing and of enjoying Him who created the suns themselves; and when these starry lustres that now glorify the firmament shall wax dim, and fade away like a wasted taper, the light of the soul shall still remain; nor time, nor cloud, nor any power but its own perversity, shall ever quench its brightness. Again I would say, that whenever a human soul is born into the world, God stands over it, and pronounces the same sublime fiat, "Let there be light;" and may the time soon come when all human governments shall coöperate with the divine government in carrying this benediction and baptism into fulfilment.

Laws. — General court.

LAWS OF MASSACHUSETTS

ON THE SUBJECT OF

PUBLIC INSTRUCTION;

CHRONOLOGICALLY ARRANGED.

MASSACHUSETTS DECLARATION OF RIGHTS, ART. II.

"It is the right, as well as the duty, of all men in society, publicly, and at stated seasons, to worship the SUPREME BEING, the great Creator and Preserver of the universe. And no subject shall be hurt, molested, or restrained, in his person, liberty, or estate, for worshipping GOD in the manner and season most agreeable to the dictates of his own conscience; or for his religious professions or sentiments, provided he doth not disturb the public peace, or obstruct others in their religious worship."

AMENDMENTS TO THE CONSTITUTION OF MASSACHUSETTS, ART. XI.

"All religious sects and denominations, demeaning themselves peaceably and as good citizens of the Commonwealth, shall be equally under the protection of the law; and no subordination of any one sect or denomination to another shall ever be established by law."

CONSTITUTION OF THE UNITED STATES, AMENDMENTS, ART. I.

"Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof."

CHAPTER 169.

AN ACT TO ESTABLISH THE MASSACHUSETTS SCHOOL FUND.

SECTION
1. Moneys derived from the sale of lands in the state of Maine to be appropriated to the encouragement of Common Schools.
2. Investment of moneys.
3. Income only to be appropriated.

SECT. 1. *Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same,* That, from and after the first day of January next, all moneys in the treasury, derived from the sale of lands in the state of Maine, and from the claim of the State on the government of the United States for military services, and not otherwise appropriated, together with fifty per centum of all

moneys thereafter to be received from the sale of lands in Maine, shall be appropriated to constitute a permanent fund for the aid and encouragement of Common Schools: *provided*, that said fund shall never exceed one million of dollars.

SECT. 2. *Be it further enacted*, That the investment of the moneys hereby appropriated shall be made by the treasurer and receiver general, with the approbation of the Governor and Council first obtained.

SECT. 3. *Be it further enacted*, That the income only of said fund shall be appropriated to the aid and encouragement of Common Schools, and that a just and equal distribution thereof shall be made to the city of Boston and the several towns and districts in the Commonwealth, in such manner as the Legislature shall hereafter appoint: *provided*, that there never shall be paid to any city, town or district a greater sum than is raised therein respectively for the support of Common Schools. [March 31, 1834.]

REV. STAT.—CHAP. 11.

MONEY RECEIVED OF THE UNITED STATES FOR MILITIA SERVICES.

SECTION 13. Proceeds of Maine lands and militia claim appropriated to school fund.
SECTION 14. Investment of school fund.

SECT. 13. All moneys and stocks in the treasury, on the first day of January in the year one thousand eight hundred and thirty-five, which shall have been derived from sales of the Commonwealth's lands in the state of Maine, and from the claim of the Commonwealth on the government of the United States for military services, and which shall not be otherwise appropriated, together with one half of the moneys thereafter received from the sale of lands in Maine, shall constitute a permanent fund, to be called the Massachusetts School Fund, for the encouragement of Common Schools, according to the provisions of the twenty-fourth chapter; provided, that said fund shall never exceed one million of dollars.

SECT. 14. The investment of all moneys, appropriated to the said school fund, shall be made by the treasurer of the Commonwealth, with the approbation of the Governor and Council.

REV. STAT.—CHAP. 15.

SECT. 12. Towns shall have power, at any legal meeting, to grant and vote such sums of money as they shall judge necessary for the following [among many other] purposes, that is to say:—For the support of town schools. [See also, Rev. St., ch. 23, § 9.]

REV. STAT.—CHAP. 23.

OF PUBLIC INSTRUCTION.

SECTION

OF THE PUBLIC SCHOOLS.

1. What schools shall be provided by towns of 50 families.
2. " " 100 "
3. " " 150 "
4. " " 500 "
5. Additional school in towns of 500 families;—in towns of 4000 inhabitants.
6. Towns of less than 500 families, authorized to maintain school, &c.
7. Duty of instructors in colleges, &c.
8. " ministers and town officers.
9. Towns may raise money for schools.
10. School committee to be chosen annually.
11. Duty of school committee, where school is kept for benefit of all the inhabitants.
12. School committees, additional members of, in towns of more than 4000 inhabitants.
13. " to examine as to qualifications of instructors.
14. Instructors, not to be paid unless the committee certify, &c.
15. Committee, to decide on admission of scholars into schools kept for the whole town.
16. " to visit all the district schools.
17. Authority of committee as to school books.
18. Scholars to be supplied by their parents, &c., with the books prescribed.
19. Books may be provided by school committee.
20. " when to be furnished to scholars at expense of the town.
21. Expense of books so supplied, to be taxed to parents, &c.
22. If parents, &c., are unable to pay, such tax for books may be wholly or partially omitted.
23. Books not to be bought, which favor any particular sect of Christians.

SCHOOL DISTRICTS.

24. School districts, formation of in each town.
25. Prudential committee in each district.
26. " " may be chosen by the districts.
27. Clerk shall be chosen and sworn, who shall keep records, &c.
28. Districts may raise money for the erection of houses and other purposes—may fix the site of schoolhouses.
29. Clerk liable only for want of integrity; district for illegality in assessing taxes.
30. Selectmen, to determine the places for schoolhouses, in case, &c.
31. If prudential committee is not chosen, town committee shall perform his duties.
32. Towns may provide schoolhouses, &c., at common expense.
33. Where personal and real estate may be taxed.
34. Property in manufacturing corporations, where taxed.

SECTION—

35. Non-resident's estate, where taxed.
36. All lands of any non-resident, to be taxed in one district.
37. School taxes assessed in same manner as town taxes.
38. Assessors, to issue warrants to collectors.
39. Money raised, to be at the disposal of committees.
40. Collectors, to have same power as in case of town taxes.
41. Treasurers, to have like powers, as in case of town taxes.
42. Assessors, &c., to have same compensation as in case of town taxes.
43. Assessors may abate, as in town taxes.
44. If inhabitants of district refuse to raise money, the town may order it.
45. If districts neglect to establish schools, town committee may do it.
46. Selectmen or prudential committee may issue warrants for district meetings.
47. Manner of warning meetings.
48. The districts may direct the mode of calling meetings.

CONTIGUOUS SCHOOL DISTRICTS IN ADJOINING TOWNS.

49. Contiguous districts, of adjoining towns, may unite themselves into one.
50. No such union to be formed without consent of the districts and towns.
51. United districts may be again separated.
52. First and other meetings of united districts, how called.
53. Prudential committee to be chosen.
54. Moneys raised, to be in proportion, &c.
55. Moneys to be assessed by assessors of respective towns.
56. School committees of adjoining towns, to officiate alternately, &c.

GENERAL PROVISIONS.

57. School districts, to be corporations for certain purposes.
58. Same subject.
59. Provisions of this chapter not to affect funds, &c., of corporations for supporting schools.
60. Forfeiture, if towns neglect to raise money for schools; and how appropriated.
61. School committee, &c., to receive and appropriate sums forfeited.

SCHOOL RETURNS.

62. School committees, to make returns to the Secretary.
63. Returns respecting the school districts.
64. Returns respecting all the schools of a town.
65. Secretary, to furnish towns with blank forms of returns.

DISTRIBUTION OF THE SCHOOL FUND.

66. No allowance of school fund to towns neglecting to make returns, or to raise a sum of money equal, &c.
67. Manner of apportioning school fund among towns.
68. Allowance to the Marshpee Indians.

SECTION
REGULATIONS IN FURTHERANCE OF THE DISCIPLINE OF COLLEGES.
69. Innholders, &c., not to give credit to under graduates, except, &c.
70. Licenses not to be granted to persons violating, &c.
71. Penalty for giving such credit.

OF THE PUBLIC SCHOOLS.

SECT. 1. In every town containing fifty families, [since extended to all towns, however few the population. St. 1839, ch. 56, § 1,] or householders, there shall be kept in each year, at the charge of the town, by a teacher or teachers of competent ability and good morals, one school for the instruction of children in orthography, reading, writing, English grammar, geography, arithmetic, and good behavior, for the term of six months, or two or more such schools, for terms of time, that shall together be equivalent to six months.

SECT. 2. In every town, containing one hundred families or householders, there shall be kept in each year one such school, for the term of twelve months, or two or more such schools, for terms of time, that shall together be equivalent to twelve months.

SECT. 3. In every town, containing one hundred and fifty families or householders, there shall be kept in each year two such schools, for nine months each, or three or more such schools, for terms of time, that shall together be equivalent to eighteen months.

SECT. 4. In every town, containing five hundred families or householders, there shall be kept in each year two such schools for twelve months each, or three or more such schools, for terms of time, that shall together be equivalent to twenty-four months.

SECT. 5. Every town, containing five hundred families or householders, shall, besides the schools prescribed in the preceding section, maintain a school, to be kept by a master of competent ability and good morals, who shall, in addition to the branches of learning before mentioned, give instruction in the history of the United States, book-keeping, surveying, geometry, and algebra; and such last mentioned school shall be kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations, in each year, and at such convenient place, or alternately at such places in the town, as the said inhabitants at their annual meeting shall determine; and, in every town, containing four thousand inhabitants, the said master shall, in addition to all the branches of instruction, before required in this chapter, be competent to instruct in the Latin and Greek languages, and general history, rhetoric, and logic. [This section modified by St. 1840, ch. 76. Modification repealed by St. 1848, ch. 283.]

SECT. 6. Any town, containing less than five hundred families or householders, may establish and maintain such a school, as is first mentioned in the preceding section, for such term of time, in any year, or in each year, as they shall deem expedient.

SECT. 7. It shall be the duty of the president, professors, and tutors of the university at Cambridge, and of the several colleges, and of all preceptors and teachers of academies and all other instructors of youth, to exert their best endeavors, to impress on the minds of children and youth, committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance, and those other virtues, which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

SECT. 8. It shall be the duty of the resident ministers of the gospel, the selectmen, and the school committees, in the several towns, to exert their influence, and use their best endeavors, that the youth of their towns shall regularly attend the schools established for their instruction.

SECT. 9. The several towns are authorized and directed, at their annual meetings, or at any regular meeting called for the purpose, to raise such sums of money, for the support of the schools aforesaid, as they shall judge necessary; which sums shall be assessed and collected in like manner as other town taxes. [See Rev. St., ch. 15, § 12.]

SECT. 10. The inhabitants of every town shall, at their annual meeting, choose, by written ballots, a school committee, consisting of three, five, or seven persons, who shall have the general charge and superintendence of all the Public Schools in such town. [As to the expiration of the committee's office, see St. 1846, ch. 223, § 1.]

SECT. 11. In any town, containing five hundred families, and in which a school shall be kept for the benefit of all the inhabitants, as before provided in this chapter, the school committee, chosen under the preceding section, shall perform all the like duties, in relation to such school, the house where it shall be kept, and the supply of all things necessary therefor, which the prudential committee of a school district may perform in such district.

SECT. 12. Any town, containing more than four thousand inhabitants, may choose an additional number, not exceeding six, on such committee.

SECT. 13. The school committee shall require full and satisfactory evidence of the good moral character of all instructors, who may be employed in the Public Schools in their town, and shall ascertain, by personal examination, their literary qualifications and capacity for the government of schools.

SECT. 14. Every instructor of a town or district school shall obtain, of the school committee of such town, a certificate in duplicate of his qualifications, before he opens such school, one of which shall be filed with the town treasurer, before any payment is made to such instructor on account of his services.

SECT. 15. The school committee shall determine the number and qualifications of the scholars, to be admitted into the school, kept for the use of the whole town as aforesaid, and visit such school, at least quarter yearly, for the purpose of making a careful examination thereof, and of ascertaining that the scholars are properly supplied with books; and they shall, at such examination, inquire into the regulation and discipline of the school, and the habits and proficiency of the scholars therein.

SECT. 16. The school committee, or some one or more of them, shall, for the purposes aforesaid, visit each of the district schools in their town, on some day during the first or second week after the opening of such schools, respectively, and also on some day during the two weeks preceding the closing of the same; and shall also, for the same purposes, visit all the schools kept by the town, once a month, without giving previous notice thereof to the instructors.

SECT. 17. The school committee of each town shall direct what books shall be used in the several schools kept by the town; and may direct what books shall be used in the respective classes.

SECT. 18. The scholars at the town schools shall be supplied by their parents, masters, or guardians, with the books prescribed for their classes.

SECT. 19. The school committee of each town may procure, at the expense of the town, or otherwise, a sufficient supply of such class books, for all the schools aforesaid, and shall give notice of the place, where such books may be obtained; and the books shall be supplied to the scholars, at such prices, as merely to reimburse the expense of the same.

SECT. 20. In case any scholar shall not be furnished by his parent, master, or guardian, with the requisite books, he shall

be supplied therewith by the school committee, at the expense of the town.

SECT. 21. The school committee shall give notice, in writing, to the assessors of the town, of the names of the scholars so supplied by them with books, and of the books so furnished, the prices thereof, and the names of the parents, masters, or guardians, who ought to have supplied the same; and said assessors shall add the price of the books so supplied, to the next annual tax of such parents, masters, or guardians; and the amount so added shall be levied, collected, and paid into the town treasury, in the same manner as the town taxes.

SECT. 22. In case the assessors shall be of opinion, that any such parent, master, or guardian, is unable to pay the whole expense of the books so supplied on his account, they shall omit to add the price of such books, or shall add only a part thereof, to the annual tax of such parent, master, or guardian, according to their opinion of his ability to pay.

SECT. 23. The school committee shall never direct to be purchased or used, in any of the town schools, any school books which are calculated to favor the tenets of any particular sect of Christians.

SCHOOL DISTRICTS.

SECT. 24. The inhabitants of every town may, at any town meeting to be called for that purpose, divide their town into school districts, and determine the limits of such districts, [this power of towns limited in a certain case. St. 1849, ch. 206,] or they may, if they think it expedient, carry into effect the provisions of this chapter, without forming such districts.

SECT. 25. Every town, which is or may be divided into school districts, shall, at their annual meeting, in addition to the school committee for the town, choose one person, [or three, in a certain class of cases. St. 1839, ch. 137,] resident in each school district, to be a committee for that district, and to be called the prudential committee; who shall keep the schoolhouse of such district in good order, at the expense of the district; and, in case there be no schoolhouse, provide a suitable place for the school of the district, at the expense thereof; provide fuel, and all things necessary for the comfort of the scholars therein; select and contract with a schoolmaster for the district; [if the town shall expressly so vote. St. 1838, ch. 105, § 2,] and give such information and assistance to the school committee of the town, as may be necessary to aid them in the discharge of the duties required of them.

SECT. 26. In any town, which shall so determine, the said prudential committee may be chosen by the inhabitants of the several school districts, to which they respectively belong, in such manner as the district may direct.

SECT. 27. The inhabitants of each school district, qualified to vote in town affairs, shall choose a clerk, who shall be sworn to the faithful discharge of the duties of his office, by the moderator, in open meeting, or by any justice of the peace, and who shall make a fair record of all votes, passed at any meeting of the district, and certify the same when required, and who shall hold his office until another shall be chosen and sworn in his stead.

SECT. 28. The said inhabitants may, at any meeting called for that purpose, raise money for erecting or repairing schoolhouses in their respective districts; for purchasing or hiring any buildings to be used as schoolhouses, and land for the use and accommodation thereof; [see St. 1848, ch. 237,] for purchasing fuel, furniture, and other necessary articles for the use of schools; they may also determine, in what part of their respective districts such schoolhouses shall stand, and may choose any committee to carry into effect the provisions aforesaid; and they may also, by the prudential committee of the district, select, contract with, and employ, an instructor for each school in the district.

SECT. 29. The clerk of a school district shall be answerable only for want of integrity on his own part; and, if he shall certify truly, to the assessors of the town, the votes of the district for raising by a tax any sum of money, the district shall be liable, in case of any illegality in the proceedings, which may have been had, in relation to raising such money.

SECT. 30. If any school district cannot determine where to place their schoolhouse, the selectmen of the town, to which the district belongs, upon application made to them by the committee appointed to build or procure the schoolhouse, or by five or more of the legal voters of the district, shall determine where such schoolhouse shall be placed.

SECT. 31. In all cases, where a prudential committee shall not be chosen for any school district, the school committee of the town shall perform all the duties of the prudential committee thereof.

SECT. 32. The inhabitants of every town may, if they shall think it expedient, carry into effect the provisions of the twenty-eighth section, at the common expense of the town, so far as relates to providing schoolhouses for the several school districts of the town; and the town in such case may, at any legal meeting, raise money and adopt all other proper measures for this purpose.

SECT. 33. In raising and assessing money in the several school districts, every inhabitant of the district shall be taxed, in the district in which he lives, for all his personal estate, and for all the real estate which he holds in the town, being under

his own actual improvement; and all other of his real estate, in the same town, shall be taxed in the district in which it lies. [See St. 1839, ch. 139, § 1.]

SECT. 34. In the assessment of all taxes, pursuant to the preceding section, all real estate and machinery, belonging to manufacturing corporations, shall be taxed in the school districts where the same are situated; and in assessing the shares in such corporation, for the like purposes, the value of said machinery and real estate shall be first deducted from the value of such shares. [See St. 1839, ch. 139, § 1.]

SECT. 35. Whenever the real estate of a non-resident owner shall be taxed to such owner, it may be taxed in such district as the assessors of the town shall determine; and the said assessors, before they assess a tax for any district, shall determine in which district the lands of any such non-resident shall be taxed, and certify, in writing, their determination to the clerk of the town, who shall record the same; and such land, while owned by any person resident without the limits of the town, shall be taxed in such district accordingly, until the town shall be districted anew. [See St. 1849, ch. 206.]

SECT. 36. All the lands, within any town, owned by the same person, not living therein, shall be taxed in the same district.

SECT. 37. The assessors of the town shall assess, in the same manner as town taxes are assessed, on the polls and estates of the inhabitants of each school district, and on all lands liable to be taxed therein, as aforesaid, all moneys voted to be raised by the inhabitants of such districts, for the purposes aforesaid; and such assessment shall be made within thirty days after the clerk of the district shall certify to said assessors the sum voted by the district to be raised.

SECT. 38. The said assessors shall make a warrant, substantially in the form heretofore used, except that a seal shall not be required thereto, directed to one of the collectors of the town, to which such district belongs, requiring him to collect the tax so assessed, and to pay the same to the treasurer of the town within a time to be limited in the warrant; and a certificate of the assessment shall be made by the assessors, and delivered to the said treasurer.

SECT. 39. The money so collected and paid shall be at the disposal of the committee appointed by the district, to be by them applied to the building or repairing of schoolhouses, or to the purchase of buildings to be used as schoolhouses, or to the purchase of land for the sites of schoolhouses, as before provided, and according to the votes or directions of the inhabitants of the district. [See St. 1848, ch. 274.]

SECT. 40. Every collector, in collecting such tax, shall

have the same powers, and proceed in the same manner, as is by law provided in collecting town taxes.

SECT. 41. The treasurer of any town, to whom a certificate of the assessment of a district tax shall be transmitted as aforesaid, shall have the like authority, to enforce the collection and payment of the money so assessed and certified, as in the case of moneys raised by the town, for the use of the town.

SECT. 42. The assessors, treasurer and collector shall have the same compensation, respectively, for assessing, collecting and paying out all moneys, assessed for the use of a school district, as is allowed by the town for the like services in respect to town taxes.

SECT. 43. The assessors of the several towns shall have the same power to abate the tax, or any part thereof, assessed on any inhabitant of a school district, as they have to abate any town taxes.

SECT. 44. Whenever a meeting of the inhabitants of any school district shall be called, for the purpose of raising money, and a majority of the voters present shall be opposed to the raising of the money, any five inhabitants of such school district, who pay taxes, may make application in writing to the selectmen of the town, in which the school district is situated, requesting them to insert, in their warrant for the next town meeting, an article requiring the opinion of the town relative to the expediency of raising such moneys as were proposed in the warrant for said district meeting; and if the majority of the voters, present in such town meeting, shall think the raising of any of the sums of money, proposed in said warrant, to be necessary and expedient, they may vote such sum as they shall think necessary for the said purposes, [and may appoint a committee to expend it. St. 1848, ch. 274, § 1,] and the same shall be assessed on the polls and estates of the inhabitants of such district, and be collected and paid over, in the manner before provided.

SECT. 45. If any school district shall neglect or refuse to establish a school and employ a teacher for the same, the school committee of the town may establish such school, and employ a teacher therefor, as the prudential committee might have done.

SECT. 46. The selectmen of the several towns, divided into school districts as aforesaid, and the prudential committee of every such district, upon application made to them, respectively, in writing, by three or more residents in any district who pay taxes, shall issue their warrant, directed to one of the persons making such application, requiring him to warn the inhabitants of such district, qualified to vote in town affairs, to

meet at such time and place in the same district, as shall be expressed in the warrant.

SECT. 47. The warning aforesaid shall be given seven days at least before the time appointed for the meeting, and shall be either by personal notice to every inhabitant of the district qualified to vote in town affairs, or by leaving, at his last and usual place of abode, a written notification, expressing therein the time, place, and purpose of the meeting, unless the district shall prescribe another mode of warning their meetings.

SECT. 48. Every school district may, at any regular meeting, having an article in the warrant for that purpose, prescribe the mode of warning all future meetings of the district; and they may also direct by whom and in what manner such meetings shall be called.

CONTIGUOUS SCHOOL DISTRICTS IN ADJOINING TOWNS.

SECT. 49. Where two or more contiguous school districts, in adjoining towns, are too small to maintain schools advantageously in each, such districts may, if they see fit, unite and form one district, with all the powers and privileges, and subject to all the liabilities, which now are, or hereafter may be, allowed or prescribed in regard to school districts.

SECT. 50. No districts shall be so united, unless the inhabitants of each shall, at legal meetings called for the purpose, agree thereto; nor, unless the respective towns shall, at legal town meetings called for the purpose, assent to the same; and when any such vote shall be passed by any school district, the clerk thereof shall forthwith send a certified copy of said vote to the clerk of his town.

SECT. 51. Whenever the voters in such united district shall, at any legal meeting called for the purpose, deem it expedient to separate, and again form two or more districts, they may so do, first obtaining the consent of the respective towns.

SECT. 52. The first meeting of such united district shall be called in such manner as may be agreed upon by the respective districts, at the time of forming the union; and the united district may, from time to time thereafter, prescribe the mode of calling and warning the meetings, in like manner as other school districts may do.

SECT. 53. Such district, at the first meeting, and annually thereafter, shall choose a prudential committee, who shall receive and expend the money, raised and appropriated in each town, for said united district, and shall possess all the powers, and discharge all the duties, allowed or prescribed to the prudential committees of other districts.

SECT. 54. The inhabitants of every such united district shall, at the time of voting to raise such moneys, determine the amount to be paid by the inhabitants in each town, which

shall be in proportion to their respective polls and estates; and the clerk of the district shall certify such vote to the assessors of each of the said towns.

SECT. 55. All moneys, duly voted to be raised by any such united district, shall be assessed, by the assessors of the respective towns, upon the polls and estates of the inhabitants of the district, and collected in the same manner that taxes are assessed and collected in other school districts.

SECT. 56. The respective school committees of the towns, from which such united district is formed, shall discharge the duties of school committees for the district, in alternate years, commencing with the most ancient town.

GENERAL PROVISIONS.

SECT. 57. Every school district shall be a body corporate, so far as to prosecute and defend in all actions relating to the property or affairs of the district.

SECT. 58. They shall also have power, as a corporation, to take and hold, in fee simple or otherwise, any estate, real or personal, which has been, or may be given to, or purchased by them, for the supporting of a school or schools in the district.

SECT. 59. Nothing contained in this chapter shall affect the right of any corporation, which is or may be established in any town, to manage any estate or funds given or obtained for the purpose of supporting schools therein, or, in any wise, to affect any such estate or funds; but such corporate powers and such estate and funds shall remain, as if these provisions had not been enacted.

SECT. 60. If any towns shall refuse or neglect to raise money for the support of schools, as required by this chapter, such town shall forfeit a sum, equal to twice the highest sum which had ever before been voted for the support of schools therein; and, if any town shall refuse or neglect to choose a school committee to superintend said schools, or to choose, for the purposes before mentioned in this chapter, prudential committees in their several districts, when it is the duty of the town to choose such prudential committee, such town shall forfeit a sum not less than one hundred nor more than two hundred dollars, which shall be paid into the treasury of the county; and one fourth thereof shall be for the use of the county, and three fourths thereof shall be paid by the county treasurer to the school committee of such town, if any, and if not, to the selectmen of the town, for the support of schools therein.

SECT. 61. Every such school committee, or board of selectmen, shall forthwith receive, from the treasurer of the county, any money so payable to them, and shall apportion and appropriate the same, to the support of the schools of such town, in

the same manner it should have been appropriated, if it had been regularly raised by the town for that purpose.

SCHOOL RETURNS.

[Sections 62, 63, 64, 65, 66, and 67, relating to "School Returns" and the "Distribution of the School Fund," have all been repealed or superseded by subsequent enactments.]

SECT. 62. The school committees of the several towns and of the city of Boston shall, on or before the first day of November, in each year, make official returns, to the Secretary of the Commonwealth, of all the Public Schools in such towns and city respectively, whether such schools are kept for school districts, or for the common benefit of all the inhabitants; which said school returns shall be made, as is provided in the two following sections.

SECT. 63. The said school returns shall, so far as respects the school districts of each town, contain true answers to the following inquiries concerning said school districts, and shall be made in the following form :—

Districts.	Children attending Common Schools.			Children not attending Common Schools any portion of the year, from 4 to 16 years of age.		Time of keeping School.		Instructors.		Wages in money, exclusive of board.			Price of Board per week.		Schoolhouse,—its size and condition.
	From 4 to 16 yrs. of age.		Average attendance.	Male.	Female.	Winter.	Summer.	Male.	Female.	Per annum.	Per month. Winter.	Per month. Summer.	Male.	Female.	
	Male.	Female													

SECT. 64. The said school returns shall, in addition to the answers required by the preceding section, concerning the school districts in each town, contain also true answers to the following general inquiries respecting all the schools kept in such town; and shall be in the following form :—

Inquiries with respect to all the schools in the town.

1.—What amount of money is raised by taxes in the town, for supporting the Common Schools; and what by voluntary contributions?

2.—What part of the money raised by taxes is paid for furniture, wood, and incidental expenses, and what part for instruction only?

3.—Are there any private schools or academies; what portion of the year have they been kept; and what is the average number, in the year, attending them?

4.—What is the estimated amount paid for tuition in such schools and academies?

5.—Are the school committees regularly chosen each year; do they organize themselves as a committee, and do they visit and examine the schools as required by law; how are the examinations conducted?

6.—Do parents interest themselves in the character of the schools, and attend the examinations?

7.—What are the books in general use; specifying spelling books, grammars, arithmetics, geographies, reading and other books?

8.—Who selects books?

9.—What is the furniture of the schoolhouse, and the apparatus, including maps?

10.—Is it desirable to increase the number of studies?

11.—Are there any local funds?

SECT. 65. The Secretary of the Commonwealth shall annually furnish every town with blank forms of returns, corresponding to the forms contained in the two preceding sections.

DISTRIBUTION OF THE SCHOOL FUND.

SECT. 66. No apportionment of the school fund, as provided in the following sections, shall be made to any town, which shall have failed to make school returns, for the year next preceding the time of such apportionment, or which shall have failed, at the annual meeting preceding the time when the annual appropriation shall be made, to raise by taxation, for paying the wages of instructors solely, a sum equal at least to one dollar for each person belonging to said town on the first day of May preceding, between the ages of four and sixteen years.

SECT. 67. The income of the Massachusetts School Fund, except the sum of one hundred dollars mentioned in the following section, shall be apportioned by the secretary and treasurer, and paid over by the treasurer, on the fifteenth of January in each year, to the mayor and aldermen of the city of Boston, and to the selectmen of the several towns, for the use

of Common Schools therein, which shall have made the returns, and raised the sums of money required by the preceding section, and which shall have returned to the secretary the certificate required by this section, according to the number of persons in such city and towns, between the ages of four and sixteen years, to be enumerated and ascertained in the following manner, to wit: the school committee of each town shall, annually, in the months of May or June, ascertain from actual examination, or otherwise, the number of persons belonging to such town on the first day of May in each year, between the ages of four and sixteen years, and shall make a certificate thereof, and also of the sum raised by the town at the annual meeting in the same year, for paying the wages of instructors solely, and shall transmit the same to the Secretary of the Commonwealth, on or before the first day of November following, which certificate shall be in the following form, to wit:

We, the school committee of , do certify, from the best information we have been able to obtain, that on the first day of May, in the year , there were belonging to said town the number of persons, between the ages of four and sixteen years; and we further certify, that said town, at their last annual meeting, raised the sum of dollars, to pay the wages of instructors solely, in the Common Schools for the current year.

} School Committee.

——— ss.

On this day of , personally appeared the above-named school committee of the town of , and made oath that the above certificate by them subscribed is true.

Before me,

Justice of the Peace.

SECT. 68. There shall be allowed and paid, out of the income of said Massachusetts School Fund, the sum of one hundred dollars, on the first day of January annually, to the commissioner of the Marshpee Indians, to be applied, under his direction, to the support of Common Schools among the said Indians.

REGULATIONS IN FURTHERANCE OF THE DISCIPLINE OF COLLEGES.

SECT. 69. No innholder, tavern keeper, retailer, confectioner, or keeper of any shop, or boarding-house, for the sale of drink or food, or any livery stable keeper, for horse or carriage hire, shall give credit to any undergraduate of either of the colleges within this State, without the consent of the president, or of such officer as may be thereto authorized by the governments of such colleges, respectively, nor in violation of any rules and regulations of said colleges.

SECT. 70. No person shall be approved, by the selectmen of any town, to be licensed for either of the employments aforementioned, nor shall any such license be granted to any person, if it shall appear that he has, within the year then last past, given credit to any undergraduate of said colleges, contrary to the provisions of this chapter.

SECT. 71. If any person shall give credit to any undergraduate of a college, contrary to the provisions of this chapter, he shall forfeit a sum equal to the amount so unlawfully trusted or credited, whether the same shall have been paid or not. [Nov. 4, 1835.]

REV. STAT.—CHAP. 41.

OF LIBRARY CORPORATIONS AND LYCEUMS.

SECTION

SOCIAL LIBRARIES.

1. Proprietors of libraries may constitute themselves a corporation.
2. Choice of officers.
3. Powers and liabilities of such corporation.
4. Treasurer to give bond.
5. Assessments, by-laws, transfers, &c.
6. Corporation may hold real and personal estate.

TOWN AND COUNTY LYCEUMS.

7. Incorporation, &c., of town and county lyceums.

SOCIAL LIBRARIES.

SECT. 1. Any seven or more proprietors of a library may form themselves into a corporation, under such corporate name as they shall adopt, for the purpose of preserving, enlarging, and using such library; and, for that purpose, any justice of the peace may, on the application of five or more of such proprietors, issue his warrant to one of them, directing him to call a meeting of the proprietors, at the time and place and for the purposes expressed in the warrant; and said meeting shall be called, by posting up the substance of the warrant in some public place, in the town where the said library is kept, seven days at least before the time of the meeting.

SECT. 2. Any seven or more of the proprietors of such library, met in pursuance of such notice, may choose a president, a clerk, who shall be sworn to the faithful discharge of his duty, a librarian, collector, treasurer, and such other officers as they may find necessary; and they may also determine upon the mode of calling future meetings.

SECT. 3. When such proprietors shall be organized as a corporation, in the manner before provided, they shall have all the powers and privileges, and be subject to all the duties and liabilities, of a corporation organized according to the provisions of the forty-fourth chapter, so far as the said provisions shall be applicable in such case, and not inconsistent with this chapter.

SECT. 4. The treasurer shall give bond, with sufficient sureties, to the satisfaction of the proprietors, for the faithful discharge of his duties.

SECT. 5. The said proprietors may raise such money, by assessments on the several shares, as they shall judge necessary for the purposes of preserving, enlarging and using the library; and the shares may be transferred according to the provisions of the forty-fourth chapter.

SECT. 6. The said proprietors may hold real and personal estate, to any amount not exceeding five thousand dollars, in addition to the value of their books.

TOWN AND COUNTY LYCEUMS.

SECT. 7. Any twenty or more persons, in any town or county within this State, who shall, by writing, associate for the purpose of mutual improvement and the promotion of common education, may become a corporation by the name of "The Lyceum of the town of" (here insert the name of the town,) or "The Lyceum of the county of" (here insert the name of the county,) as the case may be, by calling their first meeting and being organized, in like manner as is provided in this chapter in the case of social libraries; and every lyceum, upon becoming a corporation as aforesaid, shall have, during the pleasure of the Legislature, all the like rights, powers, and privileges as the proprietors of such libraries, and may hold real and personal estate not exceeding ten thousand dollars. [See St. 1846, ch. 94.]

CHAPTER 245.

AN ACT TO PROVIDE FOR THE BETTER INSTRUCTION OF YOUTH EMPLOYED IN MANUFACTURING ESTABLISHMENTS.

SECTION
1. Children under 15 years of age not to be employed in factories, unless they have attended school 3 months in the preceding year.
SECTION
2. Penalty on owners, &c., for employing children contrary to this statute—and to what use and how recoverable.

SECT. 1. From and after the first day of April, in the year eighteen hundred and thirty-seven, no child under the age of fifteen years shall be employed to labor in any manufacturing establishment, unless such child shall have attended some public or private day school, where instruction is given by a teacher qualified according to the first section of the twenty-third chapter of the Revised Statutes, at least three months of the twelve months next preceding any and every year in which such child shall be so employed. [See also St. 1838, ch. 107; 1842, ch. 60, § 2, and 1849, ch. 220, § 1.]

SECT. 2. The owner, agent, or superintendent of any manufacturing establishment, who shall employ any child in such establishment contrary to the provisions of this act, shall forfeit the sum of fifty dollars for each offence, to be recovered by indictment, to the use of Common Schools in the towns respectively where said establishments may be situated. [This section repealed by St. 1849, ch. 220.] [April 16, 1836.]

CHAPTER 147.

AN ACT AUTHORIZING SCHOOL DISTRICTS TO ESTABLISH LIBRARIES FOR THE USE OF COMMON SCHOOLS.

SECTION
1. Districts authorized to raise money for libraries, &c.
SECTION
2. How assessed and collected.

SECT. 1. Each legally constituted school district in this Commonwealth is hereby authorized to raise money for the purpose of establishing and maintaining a Common School Library and apparatus for the use of the children therein, under such rules and regulations as said district may adopt: *provided*, that no greater sum than thirty dollars the first year, or ten dollars in any subsequent year, shall be expended for the purpose aforesaid. [See also Resolves of March 3, 1842; March 7, 1843; March 11, 1844; March 25, 1845, (this relates to school libraries in Boston;) and St. 1849, ch. 81, § 1.]

SECT. 2. Any sum of money raised by virtue of this act, at a meeting called for the purpose, shall be assessed, collected, and paid over, as other school district taxes are. [April 12, 1837.]

Act of 1837, ch. 227, passed April 19, 1837, concerning the Returns of Common Schools, repealed by subsequent enactments.

CHAPTER 241.

AN ACT RELATING TO COMMON SCHOOLS.

SECTION
1. Board of Education, how constituted; term of office, &c.
2. Board to make yearly abstract of school returns; may appoint a Secretary; his duty, &c.
SECTION
3. Board to make yearly report of its doings, with suggestions, &c.
4. Governor may draw for Secretary's salary.

SECT. 1. His excellency the Governor, with the advice and consent of the Council, is hereby authorized to appoint eight persons, who, together with the Governor and Lieutenant Governor *ex officiis*, shall constitute and be denominated the Board of Education; and the persons so appointed shall hold their offices for the term of eight years: *provided*, the first person named in said Board shall go out of office at the end of one year, the person next named shall go out of office at the end of two years, and so of the remaining members, one retiring each year, and in the order in which they are named, till the whole Board be changed; and the Governor, with the advice and consent of the Council as aforesaid, shall fill all vacancies in said Board, which may occur from death, resignation, or otherwise.

SECT. 2. The Board of Education shall prepare and lay before the Legislature, in a printed form, on or before the

second Wednesday of January, annually, an abstract of the school returns received by the Secretary of the Commonwealth, and the said Board of Education may appoint their own Secretary, who shall receive a reasonable compensation for his services, not exceeding one thousand dollars per annum, [altered, St. 1838, ch. 159, § 1, and St. 1849, ch, 215, § 2,] and who shall, under the direction of the Board, collect information of the actual condition and efficiency of the Common Schools, and other means of popular education, and diffuse as widely as possible, throughout every part of the Commonwealth, information of the most approved and successful methods of arranging the studies, and conducting the education of the young, to the end that all children in this Commonwealth, who depend upon Common Schools for instruction, may have the best education which those schools can be made to impart. [See St. 1838, ch. 159, § 1; Resolve, March 1, 1842; St. 1847, ch. 183, and 1849, chs. 65, 155, and 215.]

SECT. 3. The Board of Education, annually, shall make a detailed report to the Legislature of all its doings, with such observations as their experience and reflection may suggest, upon the condition and efficiency of our system of popular education, and the most practicable means of improving and extending it.

SECT. 4. For the salary of the Secretary of the Board of Education, provided for in the second section of this act, the Governor is authorized to draw his warrants from time to time, as the same may be required. [April 20, 1837.]

CHAPTER 85.

APPROPRIATIONS FOR SCHOOLS AMONG CERTAIN INDIAN TRIBES.

Reservation by State, for benefit of certain Indians.

SECT. 7. Two thousand five hundred dollars of said moneys [Surplus Revenue,] shall be reserved and loaned by the treasurer and receiver general of the Commonwealth, and the income therefrom paid annually, in the month of March, as follows, to wit: to the treasurer of the district of Marshpee, the income of one thousand dollars; to the guardian of the Chappequiddick and Christiantown Indians, the income of one thousand two hundred dollars; one half of said income for the benefit of said Christiantown and Chappequiddick Indians, and the other half for the benefit of the Indians at Gay Head;—and to the treasurer of the Herring Pond Indians, the income of three hundred dollars,—all of said income to be appropriated to the purposes of Common School education in said places, and no other distribution shall be made to said Indians from said moneys. [See St. 1838, ch. 154.] [March 21, 1837.]

CHAPTER 55.

AN ACT TO DEFRAY THE EXPENSES OF THE BOARD OF EDUCATION.

Expenses of members to be reimbursed; their accounts to be audited, &c., by the Executive.

The members of the Board of Education, appointed by the Governor and Council, pursuant to the provisions of an act relating to Common Schools, passed April twentieth, in the year one thousand eight hundred and thirty-seven, shall be reimbursed for all expenses incurred in the discharge of their official duties, their accounts being first audited and allowed by the Governor and Council; and the incidental expenses of said Board shall be allowed and paid in the same manner. [March 31, 1838.]

CHAPTER 105.

AN ACT CONCERNING SCHOOLS.

SECTION
1. Committees to make yearly detailed reports of condition of schools: how such reports shall be disposed of.
2. Shall select and contract with teachers, unless, &c.
3. Shall keep a record book, record their votes, &c., and deliver it to their successors.
4. Compensation of committees.
5. Form of blanks and inquiries to be prescribed by Board of Education.
6. Registers to be kept by committees: form of, to be prescribed by said Board, and to be forwarded by the Secretary of State.
7. Abstract of returns to be made, under direction of said Board, in Secretary's office.
8. When to take effect.

SECT. 1. The school committees shall annually make a detailed report of the condition of the several Public Schools in their respective towns, designating particular improvements and defects in the methods or means of education, and stating such facts and suggestions in relation thereto, as in their opinion will best promote the interests and increase the usefulness of said schools; which report shall be read in open town meeting, in February, March, or April, in each year, or be printed and distributed for the use of the inhabitants, and shall be deposited in the office of the clerk of the town; and an attested copy thereof shall be transmitted by said school committee to the office of the Secretary of the Commonwealth, with the official return now required by law. [See St. 1846, ch. 223, § 4.]

SECT. 2. The school committees shall select and contract with the teachers for the town and district schools; any provision in the twenty-third chapter of the Revised Statutes to the contrary notwithstanding: *provided, however*, that the teachers may be selected and contracted with by the prudential committees as heretofore, whenever the town shall so determine.

SECT. 3. The school committee in each town shall be provided with a record book, in which all votes, orders, and proceedings of the committee shall be duly recorded, and said record shall be delivered over by the committees, at the expiration of the year, to their successors in office.

SECT. 4. The members of the school committees, except in the city of Boston, shall be paid, by their respective towns, one dollar each per day for the time they shall be actually employed in discharging the duties of their office, together with such additional compensation as the town may allow. [But this compensation may be forfeited by certain neglects of duty, St. 1847, ch. 183, § 2, and St. 1848, ch. 173, § 1.]

SECT. 5. The form of the blanks, and the inquiries provided for by the statute of the year one thousand eight hundred and thirty-seven, chapter two hundred and twenty-seven, and the time when the same shall be returned into the office of the Secretary of the Commonwealth, shall hereafter be prescribed by the Board of Education. [Altered, St. 1841, ch. 17, and 1846, ch. 223.] And the school committees shall fill the blanks and answer the inquiries contained in such form, in the same manner and under the same provisions as they are now required by law to do.

SECT. 6. The Board of Education shall prescribe a blank form of a register, to be kept in all the town and district schools in the Commonwealth; and the Secretary of State [of the Board of Education, St. 1849, ch. 209, § 1,] shall forward a sufficient number of copies of the same to the school committees of the respective towns; and said committees shall cause registers to be faithfully kept in all said schools, according to the form prescribed.

SECT. 7. The abstract of the school returns shall be made up under the direction of the Board of Education, in the office of the Secretary of the Commonwealth, [of the Secretary of the Board, St. 1847, ch. 183, § 1.]

SECT. 8. This act shall take effect from and after its passage. [April 13, 1838.]

CHAPTER 107.

AN ACT IN ADDITION TO AN ACT TO PROVIDE FOR THE BETTER INSTRUCTION OF YOUTH EMPLOYED IN MANUFACTURING ESTABLISHMENTS.

Penalty of former act avoided by showing that children attended school three months of the preceding year, and received the prescribed instruction.

No person shall be liable to the penalty provided in the act passed the sixteenth day of April, in the year one thousand

eight hundred and thirty-six, entitled "an act to provide for the better instruction of youth employed in manufacturing establishments," who shall, in each year, before employing any child under the age of fifteen years, as in said act mentioned, obtain and preserve a certificate, signed by the instructor of the school where such child attended at least three months of the twelve months next preceding, as in said act is provided, that such child has received the instruction in said act intended to be secured; the truth of which certificate shall be sworn to by the said instructor, before some justice of the peace for the county where such instructor resides; and upon said certificate shall also be certified the fact of such oath or affirmation by said justice. [See St. 1836, ch. 245; 1842, ch. 60, and 1849, ch. 220.] [April 13, 1838.]

CHAPTER 154.

AN ACT TO AID IN THE SUPPORT OF COMMON SCHOOLS AMONG CERTAIN TRIBES OF INDIANS IN THIS COMMONWEALTH.

Allowance for schools among certain Indians. Account of appropriation to be rendered yearly to the Executive.

There shall be allowed and paid, out of the income of the Massachusetts School Fund, the sum of one hundred and forty dollars, on the first day of January, annually, in the manner hereafter provided, viz., sixty dollars to Smith Mayhew, Esq., of Chilmark, to be applied, under his direction, to the support of Common Schools among the Gay Head Indians; sixty dollars to the guardian of the Indians of Christiantown and Chappequiddick, and twenty dollars to the treasurer of the Herring Pond Indians, to be applied by them in like manner to the support of Common Schools among the said Indians; any thing contained in the sixty-seventh section of the twenty-third chapter of the Revised Statutes to the contrary notwithstanding; and an annual account of the appropriation of said moneys shall be rendered to the Governor and Council. [See St. 1837, ch. 85.] [April 18, 1838.]

CHAPTER 70.

RESOLVES RELATIVE TO QUALIFYING TEACHERS FOR COMMON SCHOOLS.

Governor authorized to draw warrant for $10,000. Board of Education to report annually how said money has been expended.

Whereas, by a letter from the Honorable Horace Mann, Secretary of the Board of Education, addressed on the twelfth

of March current to the President of the Senate and the Speaker of the House of Representatives, it appears, that private munificence has placed at his disposal the sum of ten thousand dollars to promote the cause of popular education in Massachusetts, on condition that the Commonwealth will contribute, from unappropriated funds, the same amount in aid of the same cause; the two sums to be drawn upon equally, from time to time, as needed, and to be disbursed under the direction of the Board of Education in qualifying teachers for the Common Schools; therefore,

Resolved, That his excellency the Governor is hereby authorized, by and with the advice and consent of the Council, to draw his warrant upon the treasurer of the Commonwealth, in favor of the Board of Education, for the sum of ten thousand dollars, in such instalments and at such times as said Board may request: *provided*, that said Board, in their request, shall certify, that the Secretary of said Board has placed at their disposal an amount equal to that for which such application may be made by them; both sums to be expended, under the direction of said Board, in qualifying teachers for the Common Schools in Massachusetts.

Resolved, That the Board of Education shall render an annual account of the manner in which said moneys have been by them expended. [April 19, 1838.]

CHAPTER 159.

AN ACT TO PRESCRIBE THE DUTIES AND FIX THE COMPENSATION OF THE SECRETARY OF THE BOARD OF EDUCATION.

SECTION
1. Secretary to attend meetings of teachers and committees; to give notice of such meetings; to collect information to be embodied in report of the Board.
2. Secretary's salary to be $1500.
3. Act to take immediate effect.

SECT. 1. The Secretary of the Board of Education, in addition to the duties required of him by the act establishing the Board of Education, shall, once in each year, at such times as the Board of Education may appoint, attend in each county of the Commonwealth a meeting of all such teachers of Public Schools, members of the school committees of the several towns, and friends of education generally in the county, as may voluntarily assemble at the time and place in the county designated by the Board of Education, of which sufficient notice shall by him be given, [altered, St. 1842, ch. 42;] and shall then and there diligently apply himself to the object of collecting information of the condition of the Public Schools of such county, of the fulfilment of the duties of their office by

all members of the school committees of all the towns, and the circumstances of the several school districts in regard to all the subjects of teachers, pupils, books, apparatus, and methods of education; with the intent of furnishing all requisite materials for the report by law required from the Board of Education.

SECT. 2. The compensation of the Secretary of the Board of Education shall be one thousand five hundred dollars per annum, to be made in equal quarterly payments.

SECT. 3. This act shall take effect from and after its passage. [April 21, 1838.]

CHAPTER 189.

AN ACT CONCERNING THE UNION OF SCHOOL DISTRICTS.

SECTION
1. Purpose and manner of forming union districts.
2. Corporate powers of such districts.
3. Manner of calling and warning meetings.
4. Clerk to be chosen and sworn; his duties and tenure of office.
5. Power of districts as to raising money to build, &c., schoolhouses, &c. Provision as to location of houses, and choice of committee.
6. Who shall be prudential committee of such districts. Their powers.
7. Such committee to determine ages, &c., of pupils, and the proportion of money to be expended, subject to vote of district.
8. Town committee's power, &c., to extend to union districts.

SECT. 1. Any two or more contiguous school districts, in this Commonwealth, may associate together and form a union district, for the purpose of maintaining a union school, to be kept for the benefit of the older children of such associated districts, if the inhabitants of each of such districts shall, at legal meetings called for that purpose, agree to form such union by a vote of two thirds of the legal voters thereof. [By two thirds of the legal voters of each district, *present and voting thereon.* St. 1839, ch. 56, § 2.]

SECT. 2. Every union district thus formed shall be a body corporate, with the corporate powers of other school districts, in relation to prosecuting and defending suits at law, and holding real and personal property, and shall be called by such name as said district at its first meeting shall determine.

SECT. 3. The first meeting of such union district shall be called in such manner, and at such time and place, as may be agreed upon by the associated districts respectively, by a vote of the same, at the time of forming the union; and the union district may, from time to time thereafter, prescribe the mode of calling and warning the meetings thereof, in like manner as other school districts may do, and may also determine at what time its annual meetings shall be held.

SECT. 4. Such union district, at the first meeting thereof,

shall choose, by ballot, a clerk, who shall be sworn in the same manner and shall perform the same duties as are prescribed in relation to the clerks of other school districts, and shall hold his office until another shall be chosen in his stead.

SECT. 5. Such union district may, at any legal meeting called for that purpose, raise money for erecting, purchasing, renting, and repairing any building to be used as a schoolhouse for the union school aforesaid, and purchasing or renting land for the use and accommodation thereof; also, for purchasing fuel, furniture, and other necessary articles for the use of said school; and in assessing and collecting a tax or taxes for the above purposes, the like proceedings shall be had as are prescribed by law for other school districts: said district may also determine where said schoolhouse shall stand, and in case the location thereof should not be so determined by said district, the same shall be referred to the selectmen of the town, in the same manner as is provided in the case of other districts; said district may choose any committee to carry into effect the provisions aforesaid.

SECT. 6. The prudential committees of the respective districts forming the union district, shall, together, constitute the prudential committee of said district, who shall have all the powers, and discharge all the duties, in relation to said school and the schoolhouse of said district, as are prescribed to other prudential committees in relation to the schools and schoolhouses in their respective districts.

SECT. 7. The prudential committee of the union district shall also determine the ages and qualifications of the children of the associated districts who may attend the union school, and shall also determine what proportion of the money, raised and appropriated by the town for each of the districts composing the union district, shall be appropriated and expended in paying the instructor or instructors of the union school; subject, however, in both the above cases, and in all other matters relating to said school, to any votes of said union district that may be passed at any legal meeting thereof: *provided, however*, that the schools in each of the associated districts shall continue to be maintained in the same manner as if this act had not been passed.

SECT. 8. The school committee of the town in which such union district may be located, shall have the same powers, and perform the same duties, in relation to such union school, as are prescribed to them in relation to other district schools. [April 25, 1838.]

CHAPTER 56.

AN ACT CONCERNING SCHOOLS.

SECTION
1. School to be kept six months in every town; provision for female assistants.
2. Provision for union districts.
3. Appropriation of income of school fund; school committees to certify number of pupils, sums raised by towns, &c.
4. Payment of income of school fund for 1838 and 1839.
5. Repeal of former law.

SECT. 1. In every town in this Commonwealth there shall be kept in each year, at the charge of the town, by a teacher or teachers of competent ability and good morals, one school for the instruction of children in orthography, reading, writing, English grammar, geography, arithmetic, and good behavior, for the term of six months, or two or more such schools for terms of time which shall together be equivalent to six months; and in every school in this Commonwealth containing fifty scholars as the average number, the school district or town to which such school belongs shall be required to employ a female assistant or assistants, unless such school district or town shall, at a meeting regularly called for that purpose, vote to dispense with the same.

SECT. 2. Any two or more contiguous school districts may associate together and form a union district, for the purpose of maintaining a union school, to be kept for the benefit of the older children of such associated districts, if the inhabitants of each of said districts shall, at legal meetings called for that purpose, agree to form such union by a vote of two thirds of the legal voters of each district present and voting therein.

SECT. 3. [This section superseded by subsequent enactments. See St. 1846, ch. 223, and 1849, ch. 65.] The income of the Massachusetts School Fund, except the sum of two hundred and forty dollars appropriated to the support of Common Schools among the Indians, shall be apportioned by the secretary and treasurer, and paid over by the treasurer, on the fifteenth of January in each year, to the mayors and aldermen of the several cities, and to the selectmen of the several towns, for the use of the Common Schools therein, according to the number of persons in such cities and towns between the ages of four and sixteen years; and said persons shall be enumerated and ascertained in the following manner, to wit: the school committee of each town shall, annually in the month of May, ascertain, from actual examination or otherwise, the number of persons between the ages of four and sixteen years, belonging to such town on the first day of said May, and shall make a certificate thereof, and also of the sum raised by the town for the support of schools, including only fuel,

wages, and board of teachers, during the current year, and shall transmit the same to the Secretary of the Commonwealth, at such time as may be prescribed by the Board of Education, which certificate shall be in the following form, to wit:—

We, the school committee of , do certify, from the best information we have been able to obtain, that on the first day of May, in the year , there were belonging to said town the number of persons, between the ages of four and sixteen years; and we further certify, that said town has raised the sum of dollars, for the support of Common Schools for the current year, including only the wages and board of teachers, and fuel for the schools.

} *School Committee.*

———, ss.

On this day of , personally appeared the abovenamed , school committee of the town of , and made oath that the above certificate, by them subscribed, is true. Before me,

Justice of the Peace.

Provided, That no such apportionment shall be made to any town which shall have failed, for the year next preceding the time of such apportionment, to make the school returns and reports required by law, or which shall have failed to raise by taxation, for the support of schools, including only fuel, wages, and board of teachers, during the current year, a sum equal at least to one dollar and twenty-five cents for each person, between the ages of four and sixteen years, belonging to said town on the first day of the preceding May, or shall have failed to make return of the certificate as herein above provided.

Sect. 4. [Expired.] The income of the Massachusetts School Fund from the first day of December, one thousand eight hundred and thirty-seven, to the fifteenth of January, one thousand eight hundred and thirty-nine, shall be apportioned and paid over, on the first day of June next, to the several cities and towns which shall have made the returns required by this act, and shall have raised the sums of money required by the twenty-third chapter of the Revised Statutes.

Sect. 5. The first section of the statutes of the year one thousand eight hundred and thirty-eight, chapter one hundred and eighty-nine, so far as the same is inconsistent with this act, is hereby repealed. [March 18, 1839.]

CHAPTER 137.

AN ACT CONCERNING DISTRICT SCHOOLS.

Provision for electing three persons as a prudential committee.

Whenever a town shall determine that teachers shall be selected and contracted with by the prudential committees of the several districts, according to the provisions of the one hundred and fifth chapter of the laws of the year one thousand eight hundred and thirty-eight, such a town or district may elect three persons as a prudential committee, who shall perform all the duties provided for in the twenty-fifth section of the twenty-third chapter of the Revised Statutes. [April 9, 1839.]

CHAPTER 139.

AN ACT CONCERNING THE ASSESSMENT OF TAXES.

SECTION
1. Where stock in trade, &c., shall be taxed.
2. Where ships and stage horses shall be taxed.
3. When to take effect.

SECT. 1. All stocks in trade, including stock employed in the business of manufacturing, or of any of the mechanic arts, in towns within the State, other than where the owners reside, shall be taxed in those towns, if the owners hire or occupy manufactories, stores, shops, or wharves therein, whether the said stocks in trade, or the goods, wares, and merchandise, or other property, composing or forming a part of the same, are within said towns on the first day of May, of the year when the tax is made, or elsewhere.

SECT. 2. All ships or vessels, at home or abroad, and all horses employed in stages or other vehicles for the transportation of persons, shall be taxed to the owners in the towns where they reside.

SECT. 3. This act shall take effect from and after its passage. [April 9, 1839.]

St. 1840, chap. 7, expired.

St. 1840, chap. 76, repealed by St. 1848, chap. 283.

St. 1841, chap. 17, superseded by St. 1846, ch. 223, excepting the following section:—

SECT. 4. So much of the statute of the year one thousand

eight hundred and thirty-eight, chapter one hundred and five, as gives the Board of Education authority to prescribe at what time the reports and returns of school committees shall be made, and also so much of the statute of the year one thousand eight hundred and thirty-nine, chapter fifty-six, as is inconsistent with the provisions of this act, is hereby repealed. [February 8, 1841.]

CHAPTER 42.

AN ACT CONCERNING THE DUTIES OF THE SECRETARY OF THE BOARD OF EDUCATION.

Secretary required to attend meetings of school teachers only when directed by the Board.

So much of the one hundred and fifty-ninth chapter of the laws of this Commonwealth, passed in the year one thousand eight hundred and thirty-eight, as requires that meetings of teachers of Public Schools and others shall be attended by the Secretary of the Board of Education once in each year, in each county of the Commonwealth, is hereby repealed; and it shall henceforward be the duty of said Secretary to attend said meetings at such times and places as the Board of Education shall from time to time appoint. [March 1, 1842.]

CHAPTER 27.

RESOLVE CONCERNING THE BOARD OF EDUCATION.

Expenses incurred by the Board to be reported.

Resolved, That the Secretary of the Board of Education hereafter make an annual report of the several expenses incurred by said Board for any and whatever object. [March 1, 1842.]

CHAPTER 60.

AN ACT CONCERNING THE EMPLOYMENT OF CHILDREN IN MANUFACTURING ESTABLISHMENTS.

SECTION
1. School committees to prosecute breaches of St. 1836, ch. 245.
2. Penalty in St. 1836, ch. 245, § 2, to be given to person prosecuting.
SECTION
3. Children under 12 years not to be employed more than 10 hours in a day.
4. Penalty for violating § 3.

SECT. 1. It is hereby made the duty of the school committee, in the several towns and cities of this Commonwealth, to prosecute all breaches of an act entitled "An act to provide for the better instruction of youth employed in manufacturing

establishments," passed on the sixteenth day of April, in the year eighteen hundred and thirty-six.

SECT. 2. The penalty imposed in the second section of said act shall be given to the person prosecuting for the offence described in said act, any thing in said act to the contrary notwithstanding. [This section repealed by St. 1849, ch. 220, § 2.]

SECT. 3. From and after the passage of this act, no child under the age of twelve years shall be employed in laboring in any manufacturing establishment more than ten hours in any one day.

SECT. 4. The owner, agent or superintendent of any manufacturing establishment, who shall knowingly employ any such child under the age of twelve years in such establishment, contrary to the provisions of the third section of this act, shall forfeit the sum of fifty dollars for each offence, to be recovered in any court of this Commonwealth competent to try the same, to the use of the person prosecuting. [See also St. 1838, ch. 107, and 1849, ch. 220.] [March 3, 1842.]

CHAPTER 74.

RESOLVES CONCERNING NORMAL SCHOOLS AND SCHOOL DISTRICT LIBRARIES.

$6,000 per annum for three years for Normal Schools. Appropriation for School Libraries.

1. *Resolved*, That the sum of six thousand dollars, annually, for three years, be and the same is hereby appropriated to the support of Normal Schools, under the direction of the Board of Education. And his excellency the Governor is hereby authorized, from time to time, to draw his warrant on the treasury for the same, on the application of said Board. [See also St. 1847, ch. 82, and Res. 1849, ch. 89.]

2. *Resolved*, That the sum of fifteen dollars, to be taken from the school fund, be and the same is hereby appropriated to every school district in the Commonwealth, to be expended in books for a school district library; and that the treasurer pay said sum, for said purpose, to the order of the mayor of every city and the selectmen of every town, for each and every school district within the same which shall have produced evidence of having raised and appropriated fifteen dollars or more for the same object. [See also Res. 1843, ch. 6; 1844, ch. 63; and 1845, ch. 113.] [March 3, 1842.]

CHAPTER 6.

RESOLVES IN ADDITION TO A RESOLVE CONCERNING SCHOOL DISTRICT LIBRARIES.

Resolve of March 3d, 1842, extended. Treasurer of Commonwealth to make sale of various securities belonging to school fund.

Resolved, That the provisions of the Resolve of March third, eighteen hundred and forty-two, concerning school district libraries, be and the same are hereby extended to every city and town in the Commonwealth, not heretofore divided into school districts, in such manner as to give as many times fifteen dollars to every such city or town as the number sixty is contained, exclusive of fractions, in the number of children between the ages of four and sixteen years in said city or town: *provided*, evidence be produced to the treasurer, in behalf of said city or town, of its having raised and appropriated, for the establishment of libraries, a sum equal to that which, by the provision of this Resolve, it is entitled to receive from the school fund.

Resolved, That the treasurer be instructed, under the advice and direction of the Governor and Council, to make sales, from time to time, of notes of hand, bank stock, and other securities belonging to the school fund, to such amount as shall enable him to comply with the provisions of the above Resolve, and with those of the Resolve of March third, eighteen hundred and forty-two, concerning school district libraries. [See also Res. 1844, ch. 63, and 1845, ch. 113.] [March 7, 1843.]

CHAPTER 85.

AN ACT CONCERNING THE PROPERTY OF COMMON SCHOOL DISTRICTS.

Property of school districts exempted from taxation.

All property belonging to Common School districts, the income of which is appropriated to the purposes of education, is hereby exempted from taxation. [March 24, 1843.]

St. 1844, ch. 6, appropriates seventy-five thousand dollars, one half of the money received by Massachusetts, under the provisions of the treaty with Great Britain for the settlement of the North Eastern boundary, to the School Fund.

CHAPTER 32.

AN ACT CONCERNING THE POWERS OF SCHOOL COMMITTEES.

School committees empowered to dismiss teachers.

The school committee of any town is hereby authorized to dismiss from employment any teacher in such town, whenever the said committee may think proper, and from the time of such dismissal such teacher shall receive no further compensation for services rendered in that capacity. [February 23, 1844.]

CHAPTER 57.

RESOLVES CONCERNING THE ANNUAL REPORTS OF THE OFFICERS OF THE STATE LUNATIC HOSPITAL AND THE BOARD OF EDUCATION.

Clerk of the Senate to print, &c., reports, &c., as documents of the Senate and House. Disposition of reports of the Board of Education. Fifteen hundred copies of the report of the Lunatic Hospital to be furnished to the superintendent.

Resolved, That the Clerk of the Senate for the time being be authorized and directed to cause to be printed annually, before the meeting of the Legislature, or as soon thereafter as may be, the usual number of the annual reports of the officers of the State Lunatic Hospital and of the Board of Education, and that he cause the former to be numbered *one* of the Senate, and the latter *one* of the House. [See Resolve 1849, ch. 52.]

Resolved, That the usual number of the printed reports of the Board of Education, distributed in the Legislature, be reserved for that purpose, and that the Secretary of the Commonwealth, after sending one copy to each school district and each board of school committee men in the State, place the residue at the disposal of the Secretary of said Board.

Resolved, That fifteen hundred printed copies of each annual report of the officers of the State Lunatic Hospital be furnished to the superintendent for the time being of said institution. [March 7, 1844.]

CHAPTER 63.

RESOLVE CONCERNING SCHOOL DISTRICT LIBRARIES.

Resolves of March 3d, 1842, and March 7th, 1843, extended to all school districts.

Resolved, That the provisions of the Resolve of March the third, in the year one thousand eight hundred and forty-two, and the Resolve of March the seventh, in the year one thousand

eight hundred and forty-three, be and the same are hereby extended to every school district of every town in the Commonwealth. [March 11, 1844.]

St. 1845, chap. 100, repealed by St. 1849, chap. 65.

St. 1845, chap. 157, repealed by St. 1849, chap. 209.

CHAPTER 214.

AN ACT CONCERNING PUBLIC SCHOOLS.

Remedy for the unlawful exclusion of a child from public school instruction.

Any child, unlawfully excluded from public school instruction in this Commonwealth, shall recover damages therefor, in an action on the case, to be brought in the name of said child, by his guardian or next friend, in any court of competent jurisdiction to try the same, against the city or town by which such public school instruction is supported. [March 25, 1845.]

CHAPTER 100.

RESOLVES RESPECTING STATE NORMAL SCHOOLS.

Allowance of $5000 to Board of Education to provide buildings for Normal Schools, &c. To be taken from the capital of the school fund. Normal Schools to take the name of State Normal Schools.

Whereas, Charles Sumner, R. C. Waterston, G. F. Thayer, Charles Brooks, and William Brigham, a committee of friends of education, have presented their memorial to the Legislature, praying that the sum of five thousand dollars may be placed in the hands of the Board of Education, on condition that the said memorialists will place an equal sum in the hands of the said Board, to be appropriated for defraying the expenses of providing suitable buildings for the Normal Schools, and for purchasing apparatus and libraries for the same; therefore,

Resolved, That his excellency the Governor, by and with the advice and consent of the Council, be and he hereby is authorized and requested to draw his warrant upon the treasurer of the Commonwealth, in favor of the Board of Education, for the sum of five thousand dollars, at such time as the Board shall request: *provided*, that the said Board in their request shall certify, that the above named memorialists have placed at their disposal the sum of five thousand dollars; and

the said sums shall then be appropriated by the said Board, for defraying the expenses of providing suitable buildings for the State Normal Schools, and for purchasing apparatus and libraries therefor.

Resolved, That the treasurer shall take the said sum of five thousand dollars from the capital of the school fund.

Resolved, That the schools heretofore known as Normal Schools, shall be hereafter designated as State Normal Schools. [March 20, 1845.]

CHAPTER 101.

RESOLVE CONCERNING THE TRANSMISSION OF STATE DOCUMENTS.

Secretary, under direction, &c., to forward documents, &c., to authorities of other states and countries.

Resolved, That the Secretary of the Commonwealth be and he is hereby instructed, under the direction of his excellency the Governor, to obtain and forward books and other documents containing information respecting the literary, charitable and other institutions of this Commonwealth, as applications for the same are received from time to time from the authorities of other States, or of foreign countries. [March 20, 1845.]

CHAPTER 113.

RESOLVES IN ADDITION TO THE RESOLVES CONCERNING SCHOOL DISTRICT LIBRARIES.

Allowance for District School Libraries extended to the city of Boston, for Latin, English High, Grammar and Writing Schools, according to number of children, &c., between 7 and 16 years old, to be estimated by the mayor, who is to certify, &c. Allowance, &c., extended to city of Boston, for primary and intermediate schools, according to number of children, &c., between 4 and 7 years old, &c. Apportionment of books to be made by school committee. When to take effect.

Resolved, That the provisions of the Resolve of March third, one thousand eight hundred and forty-two, be extended to the Latin School, English High School, and Grammar and Writing Schools of the city of Boston, in such manner as to give as many times fifteen dollars towards a purchase of a library, or libraries, for said schools, as the number sixty is contained, exclusive of fractions, in the number of children belonging to said schools between the ages of seven and sixteen years, said number to be estimated by the mayor of said city: *provided*, the said mayor shall certify, to the treasurer of the Commonwealth, that an equal sum of money has been raised and appropriated, subsequent to the first day of January, in the year one thousand eight hundred and forty-five, for the same purpose.

Resolved, That the provisions of the preceding Resolve, and of the Resolves to which it is in addition, be extended to the primary and intermediate schools of the city of Boston, in such manner as to give as many times fifteen dollars for the purchase of a library, or libraries, for said schools, as the number sixty is contained, exclusive of fractions, in the number of children belonging to said schools between the ages of four and seven years, said number to be estimated as in the preceding Resolve is provided, when it shall be made to appear to the treasurer of the Commonwealth, by a certificate of the mayor of said city, that an equal sum has been raised and appropriated, subsequent to the first day of January, in the year one thousand eight hundred and forty-five, for the same purpose.

Resolved, That the apportionment, or distribution of the books purchased as above provided for, shall be determined by the school committee of the city of Boston.

Resolved, That these Resolves shall take effect from and after their passage. [March 25, 1845.]

CHAPTER 94.

AN ACT RESPECTING CORPORATIONS FOR MUTUAL IMPROVEMENT AND THE PROMOTION OF EDUCATION.

SECTION
1. Corporations under R. S., ch. 41, § 7, may have such corporate name as the associates may adopt.
2. Additional powers granted.

SECT. 1. Corporations may be formed pursuant to the seventh section of the forty-first chapter of the Revised Statutes, either by the name of "Lyceum," as is therein provided, or by any other corporate name which the associates shall adopt.

SECT. 2. Corporations formed in pursuance of the said seventh section may, in addition to the powers and privileges therein granted, have and exercise all the powers and privileges granted by the first six sections of said forty-first chapter, and may hold real and personal estate to any amount not exceeding twenty thousand dollars, in addition to the value of their books. [March 11, 1846.]

CHAPTER 99.

AN ACT TO ESTABLISH TEACHERS' INSTITUTES.

SECTION
1. Teachers' Institutes to be established by the Board of Education.
2. Expenses of,—how defrayed.
3. Fund for, established.

SECT. 1. Whenever reasonable assurance shall be given to the Board of Education, that a number not less than seventy

[altered to fifty, by St. 1848, ch. 10,] teachers of Common Schools shall desire to assemble for the purpose of forming a Teachers' Institute, and to remain in session for a period not less than ten working days, [see St. 1849, ch. 62,] the said Board, by a committee of their body, or by their Secretary, or, in case of his inability, by such person or persons as they may delegate, shall appoint a time and place for said meeting, make suitable arrangements therefor, and give due notice thereof.

SECT. 2. For the purpose of defraying the expenses of rooms, fires, lights, attendance, or other necessary charges, and for procuring teachers and lectures for said institute, the said Board, their Secretary, or other person or persons duly appointed by them, may draw upon the treasurer of the Commonwealth for a sum not exceeding two hundred dollars for any one institute, from such fund as may be in the treasury, under the general warrant of the Governor for said purpose.

SECT. 3. To meet the expenses aforesaid, the Governor is hereby authorized to draw his warrant upon the treasurer for a sum not exceeding twenty-five hundred dollars per annum, to be taken from the capital of the school fund, and to remain in the treasury subject to the drafts provided for in the second section of this bill. [March 12, 1846.]

CHAPTER 219.

AN ACT TO DESIGNATE THE FUND FOR THE PAYMENT OF THE SALARY OF THE LAND AGENT, AND OF APPROPRIATIONS FOR EDUCATIONAL PURPOSES.

Moneys, hereafter paid or appropriated for purposes of education, to be a charge upon the school fund.

SECT. 2. All sums of money which shall be hereafter drawn from the treasury, by virtue of appropriations made, or to be made, for educational purposes, shall be considered as a charge upon the moiety of the proceeds of the sales of the public lands now set apart for the purpose of constituting "a school fund," and all payments made on account of such appropriations shall be deducted from the amount received into the treasury from the moiety of the sales of the public lands, before such moiety shall be credited to the school fund: *provided, however*, that if the moneys received on account of said moiety should not be sufficient to pay the sum drawn on account of any appropriation for educational purposes, such draft shall be paid from "the school fund," already invested. [April 15, 1846.]

CHAPTER 223.

AN ACT RELATING TO THE DUTIES OF SCHOOL COMMITTEES, AND THE DISTRIBUTION OF THE INCOME OF THE SCHOOL FUND.

SECTION
1. School committees, &c., to hold over till winter terms are closed, and returns made to the Secretary.
2. School committee to ascertain and certify the number of children, &c., and certify the amount of money raised, &c.
3. Blanks, &c., to be prescribed by Board of Education, &c.; distributed by Secretary, through the sheriffs and town clerks; and filled and returned by school committees, &c. Notice of failure to receive blanks, &c.
4. Report of school committee to be transmitted to Secretary; deposited in clerk's office, and read in town meeting, or published.
5. Distribution of income of school fund.
6. Time of taking effect. Copies to be transmitted.
7. Repeal of inconsistent provisions.

SECT. 1. In every city and town in the Commonwealth, in which it is now required by law that the school committee shall be elected in the month of February, March, or April, the school committee of the year preceding such election shall continue to hold their office, and to discharge the duties thereof, notwithstanding the election of successors, until the winter terms of the several schools shall have closed, and until the certificate, return, and report, as hereinafter provided, shall have been by them made and transmitted to the office of the Secretary of the Commonwealth: *provided, however*, that, in regard to the examination of teachers for the summer schools, the visitation of those schools, and all other duties, except the making and transmitting of the said documents, the term of office of the new committee shall be held to commence immediately after their election to the same.

SECT. 2. The school committee of each city and town shall, as soon as may be after the first day of May, annually, ascertain, by actual examination or otherwise, the number of persons between the ages of four and sixteen years, belonging to such city or town, on the said first day of May, and shall make a certificate thereof, under oath, and also of the sum raised by such city or town for the support of schools, including only wages, and board of teachers, and fuel for the schools, during the said year; and shall transmit the same to the Secretary of the Commonwealth, on or before the last day of the following April, which certificate shall be in the following form, to wit:

We, the school committee of ———, do certify, from the best information we have been able to obtain, that, on the first day of May, in the year ———, there were belonging to said town the number of ——— persons, between the ages of four and sixteen years; [altered to five and fifteen. See St. 1849, ch. 117, § 1;] and we further certify, that said town raised the sum of ——— dollars for the support of Common Schools

for the said year, including only the wages and board of teachers, and fuel for the schools.

——— ———, } *School*
——— ———, } *Committee.*
——— ———, }

———, ss. On this ——— day of ———, personally appeared the above-named school committee of ——— and made oath that the above certificate by them subscribed is true.

Before me,

——— ———, *Justice of the Peace.*

SECT. 3. The form of the blanks, and the inquiries provided for by the statute of the year one thousand eight hundred and thirty-seven, chapter two hundred and twenty-seven, shall be prescribed by the Board of Education; and it shall be the duty of said Board, in the month of January, annually, to transmit to the Secretary of the Commonwealth copies of said blanks for the several cities and towns. It shall be the duty of said Secretary to cause said blanks to be forwarded to the sheriffs of the several counties, who shall transmit them as soon as may be to the clerks of the several cities and towns within their counties respectively, and said clerks shall forthwith transmit the same to the school committees. [See St. 1849, ch. 65.] The school committees of the several cities and towns shall return said blanks, duly filled up, to the office of the Secretary of the Commonwealth, on or before the last day of April. If any school committee shall fail to receive such blank form of return on or before the last day of March, they shall forthwith give notice thereof to the Secretary of the Commonwealth, who shall transmit such blank as soon as may be.

SECT. 4. The school committees shall annually make a detailed report of the condition of the several Public Schools in their respective cities and towns, which report shall contain such statements and suggestions in relation to such schools, as the said committees shall deem necessary or proper to promote the interests thereof; and a certified copy of such report shall be transmitted by said committees to the office of the Secretary of the Commonwealth, on or before the last day of April. Said report shall also be deposited in the office of the clerk of the city or town, and shall either be read in open town meeting in the month of February, March, or April, or, at the discretion of the school committee, shall be printed for the use of the inhabitants.

SECT. 5. The income of the Massachusetts School Fund, to the first day of June in each year, except the sum of two hundred and forty dollars appropriated to the support of schools among the Indians, shall be apportioned by the secretary and treasurer, and paid over by the treasurer on the tenth day of

July, to the treasurers of the several cities and towns, for the use of the Common Schools therein, according to the number of persons therein, between the ages of four and sixteen years, [St. 1849, ch. 117, § 1,] ascertained and certified as provided in the second section of this act: *provided, however*, that no such apportionment shall be made to any city or town which shall have failed to comply with any of the provisions of this act, or which shall not have raised by taxation, for the support of schools, including only wages, and board of teachers, and fuel for the schools, during the said year, a sum equal at least to one dollar and twenty-five cents [one dollar and fifty cents. St. 1849, ch. 117, § 3,] for each person between the ages of four and sixteen years, belonging to said city or town on the first day of May of said year.

SECT. 6. This act shall take effect from and after the last day of April, in the present year; and the Secretary of the Commonwealth shall transmit a copy thereof to the school committee of each city and town, as soon as may be after the passage of the same.

SECT. 7. All acts and parts of acts, inconsistent with this act, are hereby repealed. [April 15, 1846.]

CHAPTER 137.

AN ACT RELATING TO COMMON SCHOOLS.

SECTION
1. Towns may provide for the instruction of adults in reading, &c.
2. Manner of assessment, disposal, &c., of moneys raised for this purpose.
3. When to take effect.

SECT. 1. In addition to the grants of money for Common Schools which cities and towns are now, by law, authorized to make, any city or town may appropriate such further sums of money as it may deem expedient, for the support of schools for the instruction of adults in reading, writing, English grammar, arithmetic, and geography.

SECT. 2. Such moneys shall be assessed, levied, collected, and paid into the treasury, in the same manner that other town or city taxes are, and shall then be at the disposal of the school committee of the town or city, to be expended by them for the purpose aforesaid, in such manner as they may deem expedient.

SECT. 3. This act shall take effect from and after its passage. [March 29, 1847.]

CHAPTER 16.

RESOLVE RELATING TO THE LIBRARY OF THE STATE PRISON.

Annual appropriation of $100 after April 1, 1847, to be expended by the Warden, &c.

Resolved, That, from and after the first day of April, one thousand eight hundred and forty-seven, the sum of one hundred dollars, annually, shall be appropriated from the funds of the State Prison, to be expended by the warden, under the direction of the inspectors of said prison, for the increase, preservation and care of the library of said prison. [March 4, 1847.]

CHAPTER 165.

AN ACT TO ESTABLISH THE STATE REFORM SCHOOL.

SECTION

1. School for juvenile offenders in Westborough. Government thereof.
2. Duties of trustees. By-laws.
3. Governor to issue proclamation as soon as, &c.
4. Male convicts, under sixteen, may be sentenced, &c.
5. Reform School convicts to be kept, &c., till reformed and discharged, or bound out, or remanded to prison.
6. Trustees, &c. may, in their discretion, deliver said convicts to be imprisoned.
7. Period of commitment. Release from liabilities at discharge from school.
8. Binding out to apprenticeship.
9. Course and purpose of instruction and discipline.
10. Duties of the superintendent and assistants.
11. Superintendent to give bond, &c. To keep accounts, &c., and a register.
12. Contracts made by the superintendent.
13. Treasurer to give bonds, &c.
14. Trustees to take charge of the farm, &c.; and to be changed annually, &c.; and to serve gratuitously.
15. Visitations. Examinations. Annual abstracts of reports of the same, &c.

SECT. 1. There shall be established, in the town of Westborough, in the county of Worcester, on the land conveyed to the Commonwealth for the purpose, a school, for the instruction, employment and reformation of juvenile offenders, to be called the State Reform School; and the government of said school shall be vested in a board of seven trustees, to be appointed and commissioned by the Governor, by and with the advice of the Council.

SECT. 2. It shall be the duty of said board of trustees to take charge of the general interests of the institution; to see that its affairs are conducted in accordance with the requirements of the Legislature, and of such by-laws as the board may, from time to time, adopt, for the orderly and economical management of its concerns; to see that strict discipline is maintained therein; to provide employment for the inmates, and bind them out, discharge, or remand them, as is hereinafter provided; to appoint a superintendent, a steward, a teacher or teachers, and such other officers as, in their judgment, the wants of the institution may require; to prescribe the duties of the superintendent and other officers; to exercise a vigilant su-

pervision over the institution, its officers and inmates; to remove such officers at pleasure, and appoint others in their stead, and to determine the salaries to be paid to the officers, respectively,—subject, in all cases, to the approval of the Governor and Council. The trustees shall also prepare, and submit to the inspection of the Governor and Council, a code of by-laws, which shall not be valid until sanctioned by them. The by-laws may, subsequently, be enlarged or amended, by the assent of five members of the board of trustees, at any legal meeting of said board, and not otherwise; but no alteration shall be valid until it shall have been approved by the Governor and Council.

Sect. 3. As soon as the Governor shall have been notified, by the commissioners to be appointed under a Resolve "for erecting the State Reform School buildings," that said buildings are prepared for occupancy, he shall forthwith issue his proclamation, giving public notice of the fact.

Sect. 4. After proclamation shall have been made, as provided in the third section of this act, when any boy, under the age of sixteen years, shall be convicted of any offence known to the laws of this Commonwealth, and punishable by imprisonment, other than such as may be punished by imprisonment for life, the court, or justice, as the case may be, before whom such conviction shall be had, may, at their discretion, sentence such boy to the State Reform School, or to such punishment as is now provided by law for the same offence. And if the sentence shall be to the Reform School, then it shall be in the alternative to the State Reform School, or to such punishment as would have been awarded if this act had not been passed.

Sect. 5. Any boy, so convicted and sent to said school, shall there be kept, disciplined, instructed, employed, and governed, under the direction of said board of trustees, until he shall be either reformed and discharged, or shall be bound out by said trustees, according to their by-laws, or shall be remanded to prison, under the sentence of the court, as incorrigible, upon information of the trustees as hereinafter provided.

Sect. 6. If any boy shall, upon any conviction, be sentenced to said school, and the trustees, or any two of them in the absence of the others, shall deem it inexpedient to receive him, or if he shall be found incorrigible, or his continuance in the school shall be deemed prejudicial to the management and discipline thereof, they shall certify the same upon the mittimus by virtue of which he is held, which mittimus, together with the boy, shall be delivered to the sheriff of any county or his deputy, or to the constable of any town, who shall, forthwith, commit said boy to the jail, house of correction, or State

prison, as the case may be, in pursuance of the alternative sentence provided for in the preceding section of this act.

SECT. 7. All commitments to this institution, of boys, of whatever age when committed, shall be for a term not longer than during their minority, nor less than one year, unless sooner discharged by order of the trustees, as hereinbefore provided; and whenever any boy shall be discharged therefrom by the expiration of his term of commitment, or as reformed, or as having arrived at the age of twenty-one years, such discharge shall be a full and complete release from all penalties and disabilities which may have been created by such sentence.

SECT. 8. The trustees of this school shall have power to bind out all boys committed to their charge, for any term of time during the period for which they shall have been committed, as apprentices or servants, to any inhabitants of this Commonwealth; and the said trustees, and master or mistress, apprentice or servant, shall, respectively, have all the rights and privileges, and be subject to all the duties, set forth in the eightieth chapter of the Revised Statutes, in the same manner as if said binding or apprenticing were made by overseers of the poor.

SECT. 9. The trustees shall cause the boys under their charge to be instructed in piety and morality, and in such branches of useful knowledge as shall be adapted to their age and capacity; they shall also be instructed in some regular course of labor, either mechanical, manufacturing, agricultural, or horticultural, or a combination of these, as shall be best suited to their age and strength, disposition and capacity; also such other arts and trades, as may seem to them best adapted to secure the reformation, amendment, and future benefit of the boys; and, in binding out the inmates, the trustees shall have scrupulous regard to the religious and moral character of those to whom they are to be bound, to the end that they may secure to the boys the benefit of a good example and wholesome instruction, and the sure means of improvement in virtue and knowledge, and, thus, the opportunity of becoming intelligent, moral, useful, and happy citizens of this Commonwealth.

SECT. 10. The superintendent, with such subordinate officers as the trustees shall appoint, shall have the charge and custody of the boys. He shall himself be a constant resident at the institution; and shall discipline, govern, instruct, and employ, and use his best endeavors to reform the inmates, in such manner as, while preserving their health, will secure the formation, as far as possible, of moral, religious, and industrious habits, and regular, thorough progress and improvement in their studies, trades, and various employments.

SECT. 11. The superintendent shall have the charge of the lands, buildings, furniture, tools, implements, stock, and provisions, and every other species of property pertaining to the institution, within the precincts thereof; he shall, before he enters upon the duties of his office, give a bond to the Commonwealth, with sureties satisfactory to the Governor and Council, in the sum of two thousand dollars, conditioned that he shall faithfully account for all moneys received by him as superintendent, and faithfully perform all the duties incumbent on him as such. He shall keep, in suitable books, regular and complete accounts of all his receipts and expenditures, and of all property entrusted to him, showing the income and expenses of the institution; and he shall account to the treasurer, in such manner as the trustees may require, for all moneys received by him from the proceeds of the farm or otherwise. His books, and all documents relating to the school, shall, at all times, be open to the inspection of the trustees, who shall, at least once in every six months, carefully examine the said books and accounts, and the vouchers and documents connected therewith, and make a record of the result of such examination. He shall keep a register, containing the name and age of each boy, and the circumstances connected with his early history; and he shall add such facts as may come to his knowledge relating to the subsequent history of said boy, while at the institution, and after he shall have left it.

SECT. 12. All contracts, on account of the institution, shall be made by the superintendent, in writing, and when approved by the trustees, if their by-laws require it, shall be binding in law, and the superintendent, or his successor, may sue, or be be sued thereon, to final judgment and execution; and no such suit shall abate by reason of the office of superintendent becoming vacant pending such suit, but any successor of the superintendent may take upon himself the prosecution or defence thereof, and, upon motion of the adverse party, and notice, he shall be required so to do.

SECT. 13. There shall be a treasurer, to be appointed by the Governor and Council, who shall, before he enters upon the discharge of the duties of his office, give a bond to the Commonwealth, with sureties satisfactory to the Governor and Council, in the sum of three thousand dollars, conditioned that he shall faithfully account for all money received by him as treasurer; which bond, and also that of the superintendent, when approved, shall be filed in the office of the treasurer and receiver general.

SECT. 14. The board of trustees shall be appointed forthwith, and they shall take charge of the farm in Westborough which belongs to the Commonwealth, except so much thereof

as shall be needed for the purposes of the commissioners, for the erection of the buildings. When the Governor shall have made proclamation that the buildings are ready for occupancy, the school and the buildings shall be at once in the charge of the trustees.

When two years shall have expired after the first appointment of a board of trustees, two trustees shall be appointed and commissioned annually; and, for this purpose, the places of the two senior members, as they stand arranged in their commission, shall be, thereafter, annually vacated. No trustee shall receive any compensation for his services; but he shall be allowed the amount of expenses incurred by him in the discharge of the duties of his office.

SECT. 15. One or more of the trustees shall visit the school at least once in every two weeks, at which time the boys shall be examined in the schoolroom and workshop, and the register shall be inspected. A record shall be regularly kept, of these visits, in the books of the superintendent.

Once in every three months, the school, in all its departments, shall be thoroughly examined by a majority of the board of trustees, and a report made, showing the results of these examinations. Annually, in the month of December, an abstract of these quarterly reports shall be prepared, which, together with a full report by the superintendent, shall be laid before the Governor and Council, for the information of the Legislature. The treasurer shall also submit, at the same time, a financial statement, furnishing an accurate detailed account of the receipts and expenditures, for the year terminating on the last day of the month of November next preceding. [April 9, 1847.]

CHAPTER 183.

AN ACT RELATING TO THE ABSTRACTS OF SCHOOL RETURNS AND THE DUTIES OF SCHOOL COMMITTEES.

SECTION
1. Abstracts to be made by the Secretary of the Board of Education.
2. Towns losing their income from school fund, &c., may withhold compensation from school committees.

SECT. 1. The abstracts of school returns, prescribed by the statute of eighteen hundred and thirty-seven, chapter two hundred and forty-one, shall, hereafter, be made up by the Secretary of the Board of Education; and so much of any act, as provides that the said abstracts shall be made up in the office of the Secretary of State, is hereby repealed.

SECT. 2. Any city or town may withhold such compensation as the school committee of such city or town are now au-

thorized, by law, to receive, if such town shall have forfeited its due portion of the income of the school fund through the failure of such committee to comply with the provisions of the law in relation to school returns. [April 14, 1847.]

[For the act concerning the House for the Reformation and Employment of Juvenile Offenders, in the city of Boston, see St. 1847, ch. 208.]

CHAPTER 49.

RESOLVE CONCERNING THE PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND.

Appropriation of $9000 annually. Repeal of previous Resolves.

Resolved, That there be allowed and paid annually, in quarterly payments, out of the treasury of the Commonwealth, the sum of nine thousand dollars to the treasurer of the Perkins Institution and Massachusetts Asylum for the Blind, for the use of said institution, said payments to continue during the pleasure of the Legislature, and no longer: *provided*, that the said institution shall receive, board, lodge, and educate, forty indigent blind persons belonging to the Commonwealth, if so many shall be recommended, to be placed there in conformity to the Resolves passed by the Legislature on the sixteenth and twenty-eighth of February, in the year eighteen hundred and thirty-three; and the Governor is requested to draw his warrants accordingly. All previous Resolves, granting money to the said institution, are hereby repealed. [April 17, 1847.]

CHAPTER 71.

RESOLVES CONCERNING THE ANNUAL REPORTS OF THE BOARD OF EDUCATION AND THE ABSTRACTS OF SCHOOL RETURNS.

Clerk of the Senate to print 6000 copies of the Annual Report of the Board of Education.

Resolved, That the Clerk of the Senate, for the time being, be authorized and directed to cause to be printed, annually, before the meeting of the Legislature, or as soon thereafter as may be, six thousand [altered to eight thousand, by Res. of 1849, ch. 52,] copies of the Annual Report of the Board of Education, instead of the number authorized by the Resolves of the year one thousand eight hundred and forty-four, chapter fifty-seven. [Second Resolve superseded.] [April 23, 1847.]

[Resolve of 1847, ch. 82, appropriating $6000 annually for the support of the State Normal Schools, superseded by Resolve of 1849, ch. 89, which makes an appropriation of $7000 a year for the same object.]

CHAPTER 10.

AN ACT IN ADDITION TO "AN ACT TO ESTABLISH TEACHERS' INSTITUTES."

SECTION
1. Teachers' Institutes to be established on application of 50 instead of 70 teachers.
2. Repealing clause.

SECT. 1. Whenever reasonable assurance shall be given to the Board of Education, that a number, not less than fifty teachers of Common Schools, shall desire to assemble for the purpose of forming a Teachers' Institute, according to the ninety-ninth chapter of the statutes of the year eighteen hundred and forty-six, the Board of Education shall appoint a time and place for said meeting, in manner and form as is prescribed in the act aforesaid.

SECT. 2. Any thing contained in the act aforesaid, contrary to the provisions of this act, is hereby repealed. [February 11, 1848.]

CHAPTER 29.

AN ACT TO PROVIDE FOR THE INSTRUCTION OF PRISONERS IN JAILS AND HOUSES OF CORRECTION.

SECTION
1. County commissioners to provide moral and religious instruction for prisoners in the jails and houses of correction.
2. Expenses of such instruction to be returned by inspectors of prisons.
3. When to take effect.

SECT. 1. The county commissioners of the several counties in this Commonwealth are hereby authorized, at their discretion, and at the expense of their respective counties, to provide moral and religious instruction for the prisoners confined in the jails and houses of correction of their respective counties.

SECT. 2. The inspectors of prisons in the several counties shall cause to be transmitted, in their annual returns to the Governor, a statement of the expense incurred in carrying this act into effect in their respective counties.

SECT. 3. This act shall take effect from and after its passage. [February 28, 1848.]

CHAPTER 173.

AN ACT IN ADDITION TO AN ACT RELATING TO ABSTRACTS OF SCHOOL RETURNS, AND THE DUTIES OF SCHOOL COMMITTEES.

SECTION
1. Compensation of school committee may be withheld, in case of forfeiture of income of school fund through their neglect.
2. When to take effect.

SECT. 1. Any city, or town, may withhold such compensation as the school committee of such city, or town, are now authorized by law to receive, if such town shall have forfeited its due portion of the income of the school fund, through the failure of such committee to comply with the provisions of the fourth section of the two hundred and twenty-third chapter of the general laws passed in the year one thousand eight hundred and forty-six.

SECT. 2. This act shall take effect from and after the thirtieth day of June, in the year one thousand eight hundred and forty-eight. [April 22, 1848.]

CHAPTER 237.

AN ACT TO AUTHORIZE TOWNS TO TAKE LAND FOR SCHOOL-HOUSES.

SECTION
1. Selectmen may lay out land for school-houses, in the same manner as for highways, provided the owner refuse to sell, or demand an unreasonable price.
2. Owner of land taken may have a jury to revise the proceedings.
3. Repealing clause.

SECT. 1. Whenever a suitable place shall have been designated, by any town or school district, for the erection of a schoolhouse and necessary buildings, agreeably to the provisions of the twenty-third chapter of the Revised Statutes, and the owner of the land shall refuse to sell the same, or shall demand therefor a price which, in the opinion of the selectmen, is unreasonable, the said selectmen, with the approbation of the town, may proceed to select, at their discretion, a schoolhouse lot, and lay out the same, not exceeding in quantity forty square rods, and to appraise the damages to the owner of such land, in the same way and manner as is provided for laying out townways and appraising damages sustained thereby; and upon payment, or tender of payment, of the amount of such damages, by the town or district designating such schoolhouse lot, to the owner thereof, the said land shall be taken, held, and used, for the purpose for which it is designated.

SECT. 2. Whenever the owner of such land shall feel

aggrieved by the selection and location of such lot, and the damages awarded, he shall be entitled to have the matter of complaint tried by a jury, which may be applied for within one year after the location of such lot, and shall be ordered accordingly by the county commissioners; and the jury shall have the power to change the location and assess the damages, and the proceedings shall, in all respects, be conducted in the same manner as is provided in cases of damages by laying out highways; and if the damages shall be increased, or the location be changed by the jury, the damages and all charges shall be paid by the town or district for whose benefit the lot is selected; otherwise, the charges which may arise on such application shall be paid by such applicant. And the land so taken shall be held and used for no other purpose than that contemplated in this act, and shall revert to the owner, his heirs or assigns, upon the discontinuance thereon, for one year, of such school as is now, or may hereafter be, required of the town or district by law.

SECT. 3. All such provisions of law as are inconsistent with this act are hereby repealed. [May 1, 1848.]

CHAPTER 65.

RESOLVES CONCERNING TRAINING AND TEACHING IDIOTS.

A sum not exceeding $2500 annually for training, &c., ten idiotic children. Account of expense of such training, &c., to be rendered annually to Governor and Council. Towns to furnish such children with clothing, if paupers. Governor authorized to draw his warrant.

Resolved, That there be paid, out of the treasury of the Commonwealth, a sum not exceeding twenty-five hundred dollars annually, for the term of three years, for the purpose of training and teaching ten idiotic children, to be selected, by the Governor and Council, from those at public charge, or from the families of indigent persons, in different parts of the Commonwealth: *provided*, that an arrangement can be made by the Governor and Council with any suitable institution now patronized by the Commonwealth for charitable purposes; *and provided*, that said appropriation shall not be made a charge upon the school fund.

Resolved, That the trustees of the institution undertaking the instruction and training of said idiots shall, at the end of each and every year, render to the Governor and Council an account of the actual expense incurred on account of said idiots; and, if the amount expended shall be less than the sum received from the public treasury, the unexpended balance shall be deducted from the amount of the next annual appropriation.

Resolved, That the said trustees shall be authorized to re-

quire that the authorities of any town which may send any idiot pauper to them for instruction, be required to keep them supplied with comfortable and decent clothing.

Resolved, That the Governor be authorized to draw his warrant for twenty-five hundred dollars, on the treasurer of the Commonwealth, in favor of the treasurer of any institution which shall take the responsibility of training and teaching said ten idiots, as soon as he shall receive official information that the trustees will assume that responsibility. [May 8, 1848.]

CHAPTER 274.

AN ACT RELATING TO DISTRICT SCHOOLHOUSES.

SECTION
1. Towns voting money, in pursuance of R. S., ch. 23, § 44, may empower selectmen, &c., to expend the same for the purposes of § 28.
2. When to take effect.

SECT. 1. Whenever the inhabitants of any town shall, according to the provisions of the forty-fourth section of the twenty-third chapter of the Revised Statutes, vote any sum for any of the purposes named in the twenty-eighth section of the said twenty-third chapter, they may also empower the selectmen of the town, or the school committee, or may choose any committee, to carry into effect the provisions of said twenty-eighth section, if the inhabitants of any school district shall neglect or refuse to choose such committee.

SECT. 2. This act shall take effect from and after its passage. [May 9, 1848.]

CHAPTER 279.

AN ACT TO AUTHORIZE ADJACENT TOWNS TO UNITE FOR SCHOOL PURPOSES.

SECTION
1. Union of adjacent towns to form a high school district.
2. School committees of such towns to elect one member from each board, to form the committee for such school.
3. Such committee to determine the location of schoolhouse, if authorized to be built, or authorize location of the school, alternately in the two towns.
4. Towns to be assessed for the expenses, according to their proportions of the county tax.

SECT. 1. Any two adjacent towns, having not more than two thousand inhabitants each, may form one high school district, for establishing such a school as is contemplated in the fifth section of the twenty-third chapter of the Revised Statutes, whenever a majority of the citizens of each town, in meetings called for that purpose, shall so determine.

SECT. 2. The school committees of the two towns, so united, shall elect one from each of their respective boards, and the two, so elected, shall form the committee for the man-

agement and control of such school, with all the powers conferred upon school committees and prudential committees.

SECT. 3. The committee, provided for in the foregoing section, shall determine the location of such schoolhouse as shall be authorized to be built by the towns forming such district, or authorize the location of such school alternately, in the two towns, whenever the towns shall not determine to erect a house for its permanent location.

SECT. 4. In the erection of any schoolhouse for the permanent location of such school, and in the support and maintenance of the same, and in all incidental expenses attending the same, the proportions to be paid by each town, unless otherwise agreed upon, shall be according to the proportions of such towns in the county tax. [May 9, 1848.]

St. 1848, chap. 283, repeals St. 1840, chap. 76.

CHAPTER 301.

AN ACT GRANTING AID TO COUNTY ASSOCIATIONS OF TEACHERS AND OTHERS.

SECTION
1. County associations of teachers holding two meetings a year, of not less than two days each, to receive $50 annually from the State.
2. Warrant for same to be drawn, on the sworn certificate of president and secretary.
3. When to take effect.

SECT. 1. Whenever a county association of teachers and others, which has been or may be formed, shall hold semi-annual meetings, of not less than two days each, for the express purpose of promoting the interests of Common Schools, such association shall be entitled to receive fifty dollars a year from the State.

SECT. 2. In pursuance of the provisions of the first section of this act, when the president and secretary of the association shall, under oath, have certified to the Governor that two semi-annual meetings have been held, as aforesaid, he is hereby authorized to draw his warrant, in favor of said association, on the treasurer of the Commonwealth, for the sum of fifty dollars.

SECT. 3. This act shall take effect from and after its passage. [May 10, 1848.]

CHAPTER 305.

AN ACT CONCERNING THE STATE REFORM SCHOOL.

SECTION
1. Trustees of State Reform School, for time being, to be a corporation for certain purposes.
2. When to take effect.

SECT. 1. The trustees of the State Reform School, for the time being, shall be a corporation, by the name of the Trustees of the State Reform School, for the purpose of taking and holding, to themselves and their successors, in trust for the Commonwealth, any grant or devise of lands, and any donation or bequest of money, or other personal property, which has been or may hereafter be made for the use of said institution; and for the purpose of preserving and investing the proceeds of any such grant, devise, donation, or bequest, in notes or bonds secured by good and sufficient mortgages, or in other securities; with all the powers necessary to carry into effect the purposes aforesaid.

SECT. 2. This act shall take effect from and after its passage. [May 10, 1848.]

CHAPTER 324.

AN ACT IN RELATION TO PRISONERS.

Instruction in reading and writing to be furnished to prisoners.

SECT. 3. The warden and inspectors of the State prison, the county commissioners of each county, the mayor and aldermen of the city of Boston, with the sheriffs of each county, respectively, are hereby authorized to furnish, at the expense of said counties, suitable instructions in reading and writing, for one hour each evening, (except Sundays,) to all such prisoners as may be benefited by such instruction, and desirous to receive the same. [May 10, 1848.]

CHAPTER 34.

RESOLVES RELATING TO A REPRINT OF THE TENTH REPORT OF THE SECRETARY OF THE BOARD OF EDUCATION.

Horace Mann to prepare the Report. Number of copies. Compensation.

Resolved, That the late Secretary of the Board of Education, Honorable Horace Mann, be hereby appointed to prepare, for republication, so much of his Tenth Annual Report, as, with the requisite additions and alterations, to be also made by him, will exhibit a just and correct view of the Common School system of Massachusetts, and the provisions of law relating to it.

Resolved, That there be printed ten thousand copies of such republication, to be distributed and disposed of in the same manner as is now, or may be provided, in regard to the Annual Reports of the Board of Education.

Resolved, That the Governor and Council be authorized to determine the compensation to be made to Mr. Mann, for the foregoing service, and to draw upon the treasurer of the Commonwealth for the amount. [March 23, 1849.]

CHAPTER 59.

AN ACT TO PREVENT DISTURBANCES OF SCHOOLS AND PUBLIC MEETINGS.

Penalty of imprisonment or fine, for.

Every person who shall wilfully interrupt or disturb any school or other assembly of people, met for a lawful purpose within the place of such meeting, or out of it, shall be punished by imprisonment in the county jail, not more than thirty days, or by fine not exceeding fifty dollars. [March 27, 1849.]

CHAPTER 62.

AN ACT RELATING TO TEACHERS' INSTITUTES.

SECTION
1. Board of Education to determine the length of sessions.
SECTION
2. Repealing clause.

SECT. 1. The Board of Education are authorized to determine the length of time during which the Teachers' Institutes, established under the ninety-ninth chapter of the statutes of the year eighteen hundred and forty-six, and the tenth chapter of the statutes of the year eighteen hundred and forty-eight, shall remain in session.

SECT. 2. Any thing contained in the acts aforesaid, contrary to the provisions of this act, is hereby repealed. [March 27, 1849.]

CHAPTER 65.

AN ACT CONCERNING THE DISTRIBUTION, CUSTODY, AND PRESERVATION OF SCHOOL RETURNS, AND OTHER DOCUMENTS AND PAPERS RELATING TO SCHOOLS.

SECTION
1. School documents, how distributed; fee of sheriffs.
2. Duty of town clerks, &c., as to distributing,—of school committee,—of district clerks and prudential committee.
SECTION
3. Stat. 1845, ch. 100, repealed.

SECT. 1. It shall be the duty of the Secretary of the Board of Education to cause the blank forms of inquiry, the school

registers, the abstract of school returns, and the annual report of the Board of Education, and that of its Secretary, to be forwarded to the sheriffs of the several counties, for distribution to the clerks of the several towns and cities within their counties respectively, and it shall be the duty of the sheriff so to distribute them; and he shall be entitled to receive three cents a copy for each copy of said several documents so distributed, to be paid by the treasurer of the Commonwealth.

SECT. 2. It shall be the duty of the clerk of each of the several cities or towns to deliver the blank forms of inquiry, and the registers, when the same shall be received by him, to the school committee; it shall also be his duty to deliver one copy of the said abstract and reports to the secretary of the school committee of the city or town, to be by him carefully kept for the use of the said committee, and handed over to his successor in office; and also two additional copies of said reports for the use of said committee; and, further, it shall be the duty of the clerks of the several cities or towns to deliver one copy of the said reports to the clerk of each of the school districts in the respective cities or towns, to be by him deposited in the district school library, if there be one, and if not, to be by him carefully kept for the use of the prudential committee, the teachers, and the inhabitants of the district, during his continuance in office, and then to be handed over to his successor; and, in case the city or town shall not be districted, the said reports shall be delivered to the school committee, and so placed by them, that they shall be accessible to the several teachers, and to the citizens; and they shall be deemed to be the property of the town or city, and not of any officer, teacher, or citizen thereof.

SECT. 3. The one hundredth chapter of the acts, passed in the year one thousand eight hundred and forty-five, is hereby repealed. [March 30, 1849.]

CHAPTER 52.

RESOLVE CONCERNING THE ANNUAL REPORT OF THE BOARD OF EDUCATION.

Clerk of Senate to cause the report to be printed.

Resolved, That the Clerk of the Senate, for the time being, be authorized and directed to cause to be printed annually, before the meeting of the Legislature, or as soon thereafter as may be, eight thousand copies of the Annual Report of the Board of Education, instead of the number authorized by the Resolves of the year one thousand eight hundred and forty-seven, chapter seventy-one; that three thousand copies of said report be distributed annually for the use of the members of the Legislature. [April 4, 1849.]

CHAPTER 81.

AN ACT RELATING TO SCHOOL LIBRARIES AND SCHOOL APPARATUS.

SECTION
1. School districts may raise money for the purchase of school libraries, &c.
2. Stat. 1837, ch. 147, repealed.

SECT. 1. The inhabitants of any school district, in any city or town, and of any city or town not divided into school districts, in this Commonwealth, may, at any meeting called for that purpose, raise money for the purchase of libraries, and necessary school apparatus, in the same manner as school districts may now raise money for erecting and repairing schoolhouses in their respective districts.

SECT. 2. The one hundred and forty-seventh chapter of the statutes, passed in the year one thousand eight hundred and thirty-seven, is hereby repealed. [April 5, 1849.]

CHAPTER 117.

AN ACT TO AMEND "AN ACT RELATING TO THE DUTIES OF SCHOOL COMMITTEES, AND THE DISTRIBUTION OF THE INCOME OF THE SCHOOL FUND."

SECTION
1. School committees to return the number of persons between the ages of 5 and 15, instead of 4 and 16.
2. Income of school fund to be apportioned accordingly.
3. What sum to be raised on each person between 5 and 15.
4. Act not to exclude scholars under 5, or over 15, from schools.
5. Repeal of inconsistent provisions.
6. When to take effect.

SECT. 1. The school committees of the several cities and towns, instead of ascertaining the number of persons between the ages of four and sixteen years belonging to such cities and towns respectively, as required by the second section of the act of which this is an amendment, approved by the Governor, on the fifteenth day of April, in the year one thousand eight hundred and forty-six, shall ascertain the number of persons between the ages of five and fifteen years, and shall alter the form of the certificates, required from them by the said section, accordingly.

SECT. 2. The income of the Massachusetts School Fund shall hereafter be apportioned to the several cities and towns according to the number of persons therein, between the ages of five and fifteen, instead of four and sixteen, as required by the fifth section of the aforesaid act of the fifteenth of April, in the year one thousand eight hundred and forty-six.

SECT. 3. The sum required to be raised by any city or town, as one of the conditions of receiving its portion of the income of the school fund, shall be, at least, equal to one dol-

lar and fifty cents, instead of one dollar and twenty-five cents, as required by said act, of which this is an amendment, for each person between the ages of five and fifteen years belonging to said city or town.

SECT. 4. Nothing in this act contained shall be considered as prohibiting the attendance upon the schools of scholars under five or over fifteen years of age.

SECT. 5. All acts, and parts of acts, and all resolves, and parts of resolves, inconsistent with the provisions of this act, are hereby repealed.

SECT. 6. This act shall take effect on and after the first day of May, in the year one thousand eight hundred and forty-nine. [April 18, 1849.]

CHAPTER 70.

RESOLVE CONCERNING BARNARD'S SCHOOL ARCHITECTURE.

One copy for each town.

Resolved, That the Secretary of the Commonwealth be directed to furnish, to the clerk of each town in the State, one copy of a work entitled "School Architecture for the Improvement of Schoolhouses," by Henry Barnard, commissioner of Public Schools in the state of Rhode Island: *provided*, that the expense thereof do not exceed one dollar for each copy so delivered; the said amount to be deducted from the proceeds of public lands, or the school fund, according to the provisions of the act of the year one thousand eight hundred and forty-six, chapter two hundred and nineteen, entitled "An act to designate the fund for payment of the salary of the land agent, and of appropriations for educational purposes;" and that warrants be drawn accordingly. [April 20, 1849.]

CHAPTER 75.

RESOLVE ON THE PETITION OF THE MASSACHUSETTS TEACHERS' ASSOCIATION.

Grant of $150 annually, for five years.

Resolved, That there be paid, annually, in the month of August, for the term of five successive years, to the president or treasurer of the Massachusetts Teachers' Association, the sum of one hundred and fifty dollars, to be applied to the purposes of said association; the said amount to be deducted from the proceeds of public lands, or the school fund, according to the provisions of the act of the year one thousand eight hundred and forty-six, chapter two hundred and nineteen, en-

titled "An act to designate the fund for the payment of the salary of the land agent, and of appropriations for educational purposes," and that warrants be drawn accordingly. [April 20, 1849.]

CHAPTER 89.

RESOLVE CONCERNING STATE NORMAL SCHOOLS.

Grant of $7000, annually, for three years.

Resolved, That the sum of seven thousand dollars, annually, for three years, be appropriated to the support of State Normal Schools, under the direction of the Board of Education; the said amount to be deducted from the proceeds of public lands, or the school fund, according to the provisions of the act of the year one thousand eight hundred and forty-six, chapter two hundred and nineteen, entitled "An act to designate the fund for the payment of the salary of the land agent, and of appropriations for educational purposes;" and his excellency the Governor, by and with the advice and consent of the Council, is authorized to draw his warrant accordingly. [April 25, 1849.]

CHAPTER 144.

AN ACT CONCERNING SCHOOL COMMITTEES.

Where school committees become reduced in number, remaining members empowered to make returns.

Whenever, in consequence of vacancies occurring in the school committee of any city or town in this Commonwealth, after the date of the warrant for the annual town meeting for the election of their successors, or the inability, arising after the said date, of any of the members of said committee to act, such committee shall be reduced to a minority of its original number, the remaining members of said committee shall be competent to make the returns required to be made and transmitted to the office of the Secretary of the Commonwealth; and such returns shall be accompanied by a certificate of the person or persons so making them, setting forth the existence of such vacancies or disabilities, and the time when the same arose. [April 26, 1849.]

CHAPTER 155.

AN ACT RELATING TO THE STATE LIBRARY.

SECTION
1. Secretary of Board of Education to be librarian.
2. Laws, &c., to be placed in the library.
3. Librarian to make report, annually, to the Legislature.

SECT. 1. The Secretary of the Board of Education shall be the librarian of the State Library, with power to appoint an as-

sistant, who shall also act, when necessary, as clerk of the Board.

SECT. 2. All laws, documents, and other publications belonging to the State, and for public use, shall be deposited in the library, which shall be kept open every day in the year, except Sundays and the usual public holidays.

SECT. 3. Said librarian shall report to the Legislature, annually, in the month of January, the receipts and expenditures on account of the library, with a list of all books, maps, and charts, acquired since the last report, specifying those obtained by exchange, donation, or purchase; and those, if any, which have been lost or are missing; and make such suggestions in relation to the library as may lead to its improvement. [April 28, 1849.]

CHAPTER 206.

AN ACT IN RELATION TO SCHOOL DISTRICTS.

Restriction as to re-districting.

No town shall be districted anew, for school purposes, so as to change the taxation of lands of proprietors into districts using different schoolhouses, oftener than once in ten years. [May 2, 1849.]

CHAPTER 209.

AN ACT CONCERNING SCHOOL REGISTERS.

SECTION
1. Who to prescribe form of. Duty of teachers in regard to.
SECTION
2. Stat. 1845, ch. 157, repealed.

SECT. 1. Instead of the school registers, in book form, now transmitted to school committees, the Secretary of the Board of Education is hereby required to transmit registers in such form as the said Board shall prescribe; and no school teacher shall be entitled to receive payment for his or her services, until the register of his or her school, properly filled up and completed, shall be deposited with the school committee, or with such person as they may designate to receive it.

SECT. 2. The act entitled an act relating to Common Schools, passed on the eighteenth day of March, in the year one thousand eight hundred and forty-five, is hereby repealed. [May 2, 1849.]

CHAPTER 215.

AN ACT IN RELATION TO THE OFFICE OF THE SECRETARY OF THE BOARD OF EDUCATION.

SECTION
1. General duties of Secretary of Board of Education.
2. Salary.
3. Travelling and other necessary expenses.

SECT. 1. The Secretary of the Board of Education, in addition to the duties imposed on him by law as recording and corresponding secretary of the said Board, and as State librarian, shall obtain and diffuse information relating to the Public Schools of the Commonwealth; suggest to said Board and to the General Court improvements in the present system of Common Schools; visit, as often as his other duties will permit, different parts of the Commonwealth for the purpose of arousing and guiding public sentiment in relation to the practical interests of education; collect in his office such school books, apparatus, maps, and charts, as can be obtained without expense to the Commonwealth, and also to purchase, at an expense not exceeding fifty dollars a year, rare and valuable works on education for the use of the said Board, and for the benefit of teachers, authors, and others, who wish to consult them; receive and arrange, in his office, the reports, returns, and registers of the Common Schools, now and hereafter in the office of the Secretary of the Commonwealth, and receive, preserve, or distribute the state documents in relation to the Common School system.

SECT. 2. The Secretary of the Board of Education shall receive an annual salary of sixteen hundred dollars, to be paid in quarterly payments out of the treasury of the Commonwealth.

SECT. 3. All necessary travelling expenses, incurred by the Secretary of the Board of Education in the performance of his official duties, after being approved by the said Board, shall be paid out of the treasury of the Commonwealth; and all postages and other necessary expenses, arising in the office of the said Secretary, shall be paid in the same manner as those of the other departments of the government. [May 2, 1849.]

CHAPTER 220.

AN ACT CONCERNING THE EMPLOYMENT OF CHILDREN IN MANUFACTURING ESTABLISHMENTS.

SECTION
1. Stat. 1836, ch. 245, § 1, how construed: said statute and present act not to apply to children coming into State, until after six months' residence.
2. Stat. 1842, ch. 60, § 2, and Stat. 1836, ch. 245, § 2, repealed.
3. Penalty for violation of act.

SECT. 1. The meaning of the first section of the act passed on the sixteenth day of April, in the year one thousand eight hundred and thirty-six, entitled "An act to provide for the better instruction of youth employed in manufacturing establishments," is hereby declared to be, that no child under the age of fifteen years shall be employed in any manufacturing establishment, unless such child shall have attended some public or private day school, where instruction is given by a teacher qualified according to the first section of the twenty-third chapter of the Revised Statutes, at least one term of eleven weeks of the twelve months next preceding the time of such employment, and for the same period during any and every twelve months in which such child shall be so employed; but the provisions of this act, and of the act above named, shall not apply to any child who shall have removed into this Commonwealth from any other state or country, until such child shall have resided six months within this Commonwealth.

SECT. 2. The second section of the act passed on the third day of March, in the year one thousand eight hundred and forty-two, entitled "An act concerning the employment of children in manufacturing establishments," and the second section of the act passed April sixteenth, eighteen hundred and thirty-six, entitled "An act to provide for the better instruction of youth employed in manufacturing establishments," are hereby repealed.

SECT. 3. The owner, agent, or superintendent of any manufacturing establishment, who shall employ any child in such establishment contrary to the provision of this act, shall forfeit a sum not exceeding fifty dollars for each offence, to be recovered by indictment, to the use of Common Schools in the towns respectively, where said establishment may be situated. [May 2, 1849.]

APPENDIX.

The Law requires that Tables, like t
prepared and published, annually, by the
of Education. (See *ante*, pp. 119–121.)
School system cannot be adequately und
planations furnished by these Tables; an
date will give the best view of the pr
system, I have requested the present Se
allow me to use those of the current y
printing those of 1846 which accompan
Report. The Tables of the present yea
valuable, and being now in type, for a
printed more cheaply. To the present Se
and under whose direction, they have bee
whole merit and responsibility of them.

SUFFOLK COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days	Total. Mos. Days.	Males.	Females.	Males.	Females.
Boston,	93,383	$109,304,218 50	193	19,640	19,640	14,818	14,818	21,853	-	96	1158	1158	2316	62	269	62	269
Chelsea,	2,390	695,781 50	15	1,058	994	878	771	1,228	-	8	88	89	177	3	19	3	19
North Chelsea,*	-	-	4	172	181	135	149	176	-	5	24. 7	18. 7	42.14	1	3	1	3
Total,	95,773	110,000,000 00	212	20,870	20,815	15,831	15,738	23,257	-	109	6	5.27	11.27	66	291	66	291

* Population and Valuation included in Chelsea.

SUFFOLK COUNTY—*Continued.*

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of Incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.	Average wages paid per mth., including value of board.	Average value of board per month.													
Boston,	$105 61	$15 00	$25 00	$10 00	$232,800 00	-	-	-	-	-	90	1080	30	$100,000 00	$8000 00	$450 00	-
Chelsea,	63 89	14 00	17 67	8 00	6,250 00	-	-	-	-	-	-	-	-	-	-	-	-
North Chelsea,	34 00	13 00	18 91	7 75	1,000 00	-	-	-	-	-	-	-	-	-	-	-	-
Total,	67 83	14 00	20 53	8 58	240,050 00	-	-	-	-	-	90	1080	30	100,000 00	8000 00	450 00	-

ESSEX COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Amesbury,	2471	$604,299 00	15	495	360	343	240	701	6	49	61	42. 7	103. 7	2	12	9	2
Andover,	5207	1,474,475 00	22	1409	1185	1073	948	1860	24	54	104.14	66	170.14	1	23	15	8
Beverly,	4689	1,306,509 00	14	863	990	682	787	1356	-	60	79	60	139	2	13	10	4
Boxford,	942	387,304 00	7	203	241	157	199	234	12	21	26. 7	19	45. 7	-	7	7	-
Bradford,	2222	410,963 00	11	487	554	369	390	715	-	61	44	27.14	71.14	1	8	7	2
Danvers,	5020	1,922,807 00	26	1463	1636	1054	1275	1817	-	-	123. 7	108.21	232	6	18	14	16
Essex,	1450	439,906 00	10	272	415	216	341	373	10	20	17. 7	38.14	55.21	2	5	6	4
Georgetown,	1540	339,351 00	8	437	321	294	215	516	21	26	38.21	15.21	54.14	-	8	6	-
Gloucester,	6350	827,402 00	22	1392	1512	937	1019	1936	22	125	100.14	86	186.14	4	21	15	10
Hamilton,	818	234,749 00	4	140	194	110	153	204	9	30	12.14	14.14	27	-	4	4	-
Haverhill,	4336	1,224,379 00	23	1070	928	831	751	1357	2	75	107. 7	67. 7	174.14	4	19	16	7
Ipswich,	3000	781,361 00	9	543	569	432	441	735	9	10	37	37	74	3	10	9	2
Lawrence,*	-	-	11	1008	1092	661	640	1089	-	18	60	55	115	2	11	2	11
Lynn,	9367	1,319,656 00	31	2675	2502	2079	1892	3107	20	35	162.14	162.14	325	8	32	9	31
Lynnfield,	707	157,663 00	3	177	225	143	177	210	7	33	15.14	8.14	24	-	3	3	-
Manchester,	1355	334,035 00	8	377	297	331	249	412	-	4	44.21	14	58.21	2	6	1	4
Marblehead,	5575	1,660,528 00	14	938	888	704	609	1512	-	6	84	84	168	3	13	4	12
Methuen,	2251	576,619 00	10	510	513	432	424	520	8	36	45	28.21	73.21	1	9	5	5
Middleton,	657	210,239 00	4	164	171	118	114	207	11	4	18	10	28	-	4	3	-
Newbury,	3789	904,026 00	14	794	747	539	507	1026	6	24	79. 7	53.21	133	3	11	9	4
Newburyport,	7161	3,208,857 00	23	1294	1341	1078	1048	1972	-	37	138	138	276	7	19	7	19
Rockport,	2650	333,475 00	6	808	532	677	415	900	-	75	25	21.14	46.14	4	7	7	1

Rowley,	1203	248,295 00	6	207	184	148	126	218	8	3	22.14	13. 7	35.21	-	6	2	2
Salem,	15,082	10,218,109 00	30	2616	2581	2240	2215	4347	-	-	360	360	720	9	52	9	52
Salisbury,	2739	725,714 00	12	604	227	435	168	709	12	15	59	20.14	79.14	4	7	3	2
Saugus,	1098	208,856 00	6	326	326	214	199	361	4	3	35. 7	25	60. 7	1	5	1	5
Topsfield,	1059	377,667 00	5	230	242	184	159	269	11	6	23.14	16.14	40	-	5	3	2
Wenham,	689	197,806 00	5	158	268	130	219	280	5	23	10.14	16. 7	26.21	-	3	3	2
West Newbury,	1560	476,154 00	8	130	426	95	286	450	10	32	19. 7	24.14	43.21	-	4	6	2
Total,	94,987	31,110,204 00	367	21,790	21,467	16,706	16,206	29,393	217	885	5. 9	4.13	9.22	69	345	195	209

* Population and Valuation included in Andover and Methuen.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.	Average wages paid per mth., including value of board.	Average value of board per month.													
Amesbury,	$26 53	$7 20	$11 46	$5 05	$2000 00	-	-	-	-	-	8	36	31	$655 00	-	-	-
Andover,	32 27	8 73	15 04	5 80	3500 00	-	3	21.14	72	$5025 50	10	50.21	22	738 00	$1200 00	$62 00	-
Beverly,	34 20	9 90	11 30	5 77	3000 00	-	1	12	38	900 00	8	12	20	1200 00	-	-	-
Boxford,	28 71	8 14	12 14	5 14	700 00	-	-	-	-	-	-	-	-	-	2185 00	131 10	$61 77
Bradford,	29 57	8 29	13 60	6 03	1424 00	-	2	20	150	3500 00	-	-	-	-	-	-	-
Danvers,	34 77	9 71	12 46	5 87	5451 00	-	-	-	-	-	3	-	16	-	-	-	553 20
Essex,	32 67	8 83	12 00	5 00	1300 00	-	-	-	-	-	4	14.14	34	320 00	-	-	-
Georgetown,	32 50	8 89	13 50	6 00	1000 00	-	-	-	-	-	2	7	26	197 00	-	-	90 00
Gloucester,	33 25	10 35	15 05	6 56	4500 00	-	-	-	-	-	19	126	24	2607 00	-	-	-
Hamilton,	25 50	7 00	9 90	5 50	500 00	-	-	-	-	-	2	4.14	21	36 00	-	-	-
Haverhill,	28 33	7 23	13 67	5 86	4000 00	-	-	-	-	-	3	26	22	313 95	-	-	521 16
Ipswich,	29 04	8 89	10 45	4 90	1900 00	$18 00	1	10	64	1100 00	3	18	22	173 00	500 00	30 00	-
Lawrence,	41 67	12 00	18 75	7 00	3750 00	-	-	-	-	-	1	11	28	672 00	-	-	-
Lynn,	44 72	11 33	13 95	6 00	10,000 00	-	1	10	52	1050 00	6	52	21	767 00	-	-	-
Lynnfield,	34 00	9 00	16 00	6 00	600 00	-	-	-	-	-	-	-	-	-	-	-	-
Manchester,	44 25	8 00	14 17	5 89	1000 00	-	-	-	-	-	1	11	35	450 00	-	-	-
Marblehead,	35 44	11 00	11 33	5 00	4000 00	-	1	12	68	1088 00	9	108	26	1532 70	-	-	-
Methuen,	31 56	7 26	14 88	5 70	1600 00	10 00	-	-	-	-	4	9	25	166 00	-	-	-
Middleton,	30 00	8 67	11 50	5 50	500 00	-	-	-	-	-	-	-	-	-	-	-	-
Newbury,	28 94	8 33	13 09	6 00	2700 00	-	1	12	33	250 00	1	12	40	420 00	1400 00	90 00	-
Newburyport,	49 40	12 00	12 78	6 00	8300 00	-	-	-	-	-	14	164	24	2861 00	65,000 00	3750 00	-
Rockport,	31 00	10 00	15 00	6 00	2000 00	-	-	-	-	-	7	22	26	412 50	-	-	

Rowley,	27	50	7	50	12	58	4	83	500	00	-		-		-		-	1	2	30	30	00
Salem,	66	67	12	67	15	21	6	08	18,613	75	-		-		-		-	37	444	22	10,764	00
Salisbury,	28	57	8	00	11	67	5	33	1700	00	-		-		-		-	6	17.14	68	379	00
Saugus,	29	00	10	00	13	80	5	64	1083	00	-		-		-		-	-	-	-	-	
Topsfield,	30	00	8	33	11	43	4	57	600	00	24	00	-		-		-	-	-	-	-	
Wenham,	29	44	8	00	12	20	4	00	500	00	-		-		-		-	3	5.21	32	219	00
West Newbury,	29	00	8	00	13	83	6	11	1100	00	-		-		-		-	4	15	31	309	00
Total,	33	74	9	08	13	20	5	62	87,821	75	52	00	10		97.14		77	12,913	50	156	1168	

Rowley,	26	25,222	15	70,285	00	4063	10	1226	13													
Salem,	22	10,764	00	-		-		-														
Salisbury,	68	379	00	-		-		-														
Saugus,	-	-		-		-		-														
Topsfield,	-	-		-		-		-														
Wenham,	32	219	00	-		-		-														
West Newbury,	31	309	00	-		-		-														
Total,	26	25,222	15	70,285	00	4063	10	1226	13													

MIDDLESEX COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Acton,	1121	$260,202 18	9	346	422	257	349	325	17	56	24	27.14	51.14	-	7	6	3
Ashby,	1246	319,492 79	9	269	310	208	237	295	9	37	26.14	27	53.14	-	9	4	5
Ashland,	-	-	7	222	268	177	205	310	3	24	17.21	19.21	37.14	-	9	4	3
Bedford,	929	233,067 21	6	218	234	176	196	245	23	18	27.21	17. 7	45	-	6	4	2
Billerica,	1632	411,630 24	11	361	387	269	305	386	15	38	44	32. 7	76. 7	-	11	7	4
Boxborough,	426	144,665 22	4	84	110	73	92	67	10	28	10	10	20	-	4	3	1
Brighton,	1425	458,485 41	9	505	540	385	396	496	10	14	54	54	108	3	6	3	6
Burlington,	510	133,908 82	5	192	162	118	124	125	2	11	11.14	6	17.14	-	5	4	-
Cambridge,	8409	4,479,501 43	32	3,017	2828	1919	1947	3320	-	87	168	192	360	9	34	9	35
Carlisle,	556	198,893 96	5	135	170	112	140	124	13	27	15.14	15.14	31	-	5	1	4
Charlestown,	11,484	4,033,176 39	34	3,013	3067	2397	2342	3675	-	25	170	195.14	365.14	16	41	16	41
Chelmsford,	1697	443,684 77	11	470	530	335	421	505	10	40	41. 7	32.14	73.21	-	12	8	4
Concord,	1784	608,649 70	10	447	463	367	378	465	19	107	53	37. 7	90. 7	1	10	7	4
Dracut,	2188	514,471 37	13	641	740	478	571	653	-	56	44.21	37.14	82. 7	1	16	12	4
Dunstable,	603	191,314 25	5	125	153	98	116	139	4	16	14. 7	16	30. 7	-	5	3	2
Framingham,	3030	851,350 05	13	784	778	515	602	958	34	48	62. 7	49	111. 7	-	13	9	4
Groton,	2139	722,440 56	16	469	609	369	486	680	24	50	47	44	91	-	14	12	4
Holliston,	1782	415,294 63	11	427	519	368	445	500	50	50	27	28.14	55.14	-	10	9	2
Hopkinton,	2245	501,989 04	10	434	561	351	450	525	20	41	30. 7	33.14	63.21	-	10	9	2
Lexington,	1642	561,549 81	8	378	389	284	298	408	-	20	46.14	25.21	72. 7	2	6	4	4
Lincoln,	686	232,614 79	4	154	174	124	162	205	1	16	15.14	14	29.14	-	4	4	-
Littleton,	927	224,643 56	7	188	278	154	222	224	5	54	22	18. 7	40. 7	-	7	6	1

Lowell,	20,796	10,160,652	13	52	8265	8340	3828	3828	6318	-	144	273	299	572	18	67	18	67
Malden,	2514	586,136	15	10	844	768	561	594	785	20	30	66	26	92	2	9	3	10
Marlborough,	2101	667,674	51	11	495	654	413	553	643	17	44	29. 7	40	69. 7	-	11	7	6
Medford,	2478	1,095,195	31	9	592	612	446	466	696	-	16	49.14	46	95.14	3	10	3	10
Natick,	1285	282,935	65	7	422	373	337	376	480	11	19	20.14	18. 7	38.21	-	8	6	3
Newton,	3351	897,255	36	16	762	854	615	692	1146	20	-	71	78.14	149.14	3	12	11	5
Pepperell,	1571	357,859	61	10	327	422	248	346	414	17	52	30	26.21	56.21	-	8	6	3
Reading,	2193	463,024	61	11	559	585	392	435	654	37	32	61.21	34.21	96.14	-	12	6	5
Sherburne,	995	318,462	43	7	204	252	170	203	247	4	8	25	24.21	49.21	-	7	4	3
Shirley,	957	236,561	06	8	185	258	147	209	241	9	20	19	18.14	37.14	-	6	6	1
Somerville,*	-	-		10	626	604	396	384	544	5	8	57	58	115	3	8	4	8
South Reading,	1517	279,409	01	8	489	438	325	309	460	20	40	48. 7	26. 7	74.14	1	7	1	6
Stoneham,	1017	217,960	69	7	331	116	242	90	370	-	20	44. 7	5. 7	44.14	1	6	1	1
Stow,	1230	337,451	94	6	267	308	192	242	275	9	23	20.21	17. 7	38	-	6	4	2
Sudbury,	1422	410,716	09	5	291	391	231	335	389	17	27	18.21	13. 7	32	-	4	4	-
Tewksbury,	906	342,703	03	6	195	231	155	189	235	3	19	23.21	17.21	41.14	-	6	5	1
Townsend,	1892	355,107	38	12	396	539	299	418	472	18	63	35.14	32	67.14	-	12	8	4
Tyngsborough,	870	264,133	47	7	222	199	174	146	218	9	26	24	19	43	-	8	4	2
Waltham,	2504	1,069,171	69	11	706	741	470	557	771	9	44	51	53	104	1	10	3	9
Watertown,	1810	973,835	88	8	469	523	359	363	564	-	-	53.14	32.14	86	1	8	2	7
Wayland,	998	232,524	87	6	216	243	158	186	267	-	5	20.21	19. 7	40	-	6	5	1
W. Cambridge,	1363	472,423	35	7	399	366	298	293	428	2	22	51.14	28	79.14	3	4	4	4
Westford,	1436	357,312	58	10	325	382	249	310	401	24	47	28. 7	27.14	55.21	-	9	5	5
Weston,	1092	386,494	22	6	184	283	135	195	256	6	13	25.21	21.14	47. 7	-	6	5	1
Wilmington,	859	199,666	72	5	176	214	140	159	212	8	36	18. 7	12.21	31	-	5	5	-
Woburn,	2993	687,388	09	14	794	753	539	528	947	10	43	74.14	31.21	106. 7	1	13	4	10
Total,	106611	37,592,082	00	508	31,620	33,141	21,053	22,890	33,063	544	1664	4.10	3.24	8. 6	69	512	278	308

* Population and Valuation included in Charlestown.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.	Average wages paid per mth., including value of board.	Average value of board per month.													
Acton,	$30 78	$9 28	$12 15	$5 75	$1000 00	-	-	-	-	-	2	6	35	$210 00	-	-	-
Ashby,	25 50	6 75	12 74	5 81	900 00	-	1	3	30	$100 00	1	3	30	50 00	-	-	$50 00
Ashland,	32 25	8 50	15 78	6 74	800 00	-	-	-	-	-	3	5. 7	32	136 00	-	-	-
Bedford,	29 75	9 25	13 71	5 71	800 00	-	-	-	-	-	3	9	35	59 00	$1500 00	$90 00	-
Billerica,	26 00	9 00	12 47	5 33	1500 00	-	-	-	-	-	4	8	17	132 98	300 00	18 00	-
Boxborough,	31 33	7 67	12 40	5 40	400 00	-	-	-	-	-	-	-	-	-	-	-	-
Brighton,	50 03	16 00	16 00	8 00	2700 00	-	-	-	-	-	1	12	25	200 00	-	-	-
Burlington,	33 00	10 00	12 00	5 80	300 00	-	-	-	-	-	-	-	-	-	-	-	58 93
Cambridge,	79 16	17 10	23 45	9 16	18,249 53	-	1	11	45	1740 00	12	136	21	3338 33	-	-	-
Carlisle,	26 00	8 00	14 11	6 88	500 00	-	-	-	-	-	2	5	22	76 00	750 00	45 00	-
Charlestown,	75 00	14 00	20 87	8 75	24,955 00	-	1	11	125	5000 00	8	89	18	2500 00	5600 00	336 00	-
Chelmsford,	25 37	8 00	12 89	5 68	1500 00	-	-	-	-	-	1	3	-	150 00	-	-	-
Concord,	39 44	8 22	13 51	6 20	2500 00	-	-	-	-	-	1	11	18	576 00	1500 00	90 80	-
Dracut,	33 25	8 67	16 22	5 22	1544 12	$75 00	-	-	-	-	1	1.21	30	35 00	-	-	213 71
Dunstable,	26 83	7 00	12 25	5 39	500 00	30 00	-	-	-	-	5	30. 7	43	-	-	-	-
Framingham,	35 11	9 67	19 82	7 97	3000 00	-	1	10.14	45	808 00	2	20	32	1450 00	-	-	-
Groton,	23 24	7 67	11 07	5 41	1600 00	-	1	11	80	1000 00	-	-	-	-	620 00	37 20	-
Holliston,	31 22	8 44	14 39	5 97	1200 00	-	-	-	-	-	5	-	28	-	-	-	-
Hopkinton,	31 22	7 78	15 39	6 61	1200 00	-	1	11	57	1045 00	-	-	-	-	3970 94	238 26	-
Lexington,	44 75	11 00	21 37	7 62	2500 00	-	-	-	-	-	-	-	-	-	-	-	-
Lincoln,	33 00	10 00	13 86	6 25	570 00	-	-	-	-	-	-	-	-	-	1174 00	59 63	
Littleton,	32 79	9 33	14 58	6 21	900 00	-	-	-	-	-	6	12	15	135 00	-		

Lowell,	60	65	16	00	20	70	8	00	30,492	62	-	-	-	-	-	9	90	20	-	-	-	-
Malden,	38	67	11	33	18	30	7	00	3000	00	-	-	-	-	-	1	10	40	800	00	-	-
Marlborough,	32	45	8	09	13	98	5	93	1300	00	-	1	10	30	-	4	4	-	-		440	06	26	40	-
Medford,	63	30	18	00	16	45	9	33	3600	00	-	-	-	-	-	2	21	20	1100	00	-		-		-
Natick,	36	67	9	17	15	82	6	09	1000	00	-	-	-	-	-	5	8.21	30	121	40	-		-		-
Newton,	39	93	10	32	15	15	7	58	4000	00	-	-	-	-	-	7	68	36	3650	00	-		-		-
Pepperell,	24	67	7	33	12	82	5	09	1000	00	-	1	10	35	500	00	-	-	-	-	-		-		-
Reading,	31	67	8	50	15	50	5	52	2000	00	-	-	-	-	-	3	13.14	17	146	00	-		-		-
Sherburne,	31	08	8	33	14	03	5	73	925	00	-	-	-	-	-	-	-	-	-		-		-		-
Shirley,	28	17	8	50	12	42	5	67	780	00	-	-	-	-	-	1	3	-	-		-		-		-
Somerville,	45	52	10	83	15	03	7	58	3519	00	-	-	-	-	-	-	-	-	-		-		-		-
South Reading,	50	00	10	00	16	43	6	43	1850	00	-	-	-	-	-	-	-	-	-		-		-		-
Stoneham,	40	00	12	00	17	50	6	67	1100	00	-	-	-	-	-	-	-	-	-		-		-		-
Stow,	28	00	7	50	13	39	6	10	700	00	-	-	-	-	-	2	7.14	20	75	00	-		-		-
Sudbury,	32	50	8	10	14	00	6	00	740	00	-	-	-	-	-	1	6	37	222	00	-		-		-
Tewksbury,	27	60	8	60	13	65	5	60	700	00	-	-	-	-	-	-	-	-	-		-		-		-
Townsend,	27	25	7	25	11	93	5	60	1000	00	55	34	1	10	70	1500	00	4	7.14	31	215	00	-		-
Tyngsborough,	24	12	7	20	12	33	5	43	800	00	43	67	-	-	-	-		1	12	21	233	75	-		111	11	-
Waltham,	48	14	11	00	17	80	6	18	3500	00	-		-	-	-	-		1	10	40	700	00	-		-		-
Watertown,	50	00	14	00	19	47	8	00	2800	00	-		-	-	-	-		1	11	24	1200	00	-		-		-
Wayland,	30	00	8	80	17	00	6	00	900	00	-		-	-	-	-		1	5.21	34	81	00	200	00	12	00	-
W. Cambridge,	36	64	10	60	16	00	7	00	2683	00	-		-	-	-	-		3	36	30	500	00	5500	00	330	00	-
Westford,	27	80	7	20	12	62	5	57	1000	00	-		1	11	30	602	00	-	-	-	-		-		-		-
Weston,	32	60	9	40	15	00	6	00	1050	00	-		-	-	-	-		2	4	10	40	00	-		-		-
Wilmington,	29	80	8	20	18	60	5	20	625	00	-		-	-	-	-		-	-	-	-		-		-		-
Woburn,	40	25	11	25	19	00	7	31	3000	00	-		1	11	50	800	00	7	33	20	429	00	-		-		-
Total,	36	51	9	77	15	33	6	43	143,183	27	204	01	11	109.14	54	13,095	00	112	702. 7	24	18,551	46	21,555	00	1394	40	322	64

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days	Total. Mos. Days.	Males.	Females.	Males.	Females.
Ashburnham,	1652	$414,235 20	13	447	554	341	453	491	8	46	39. 7	33	72. 7	-	13	8	4
Athol,	1591	348,372 02	15	444	534	319	422	548	19	35	32	37.14	69.14	-	13	6	9
Auburn,	649	189,372 53	4	161	203	130	163	204	10	21	13	10.21	23.21	-	4	3	1
Barre,	2751	961,947 28	18	521	705	416	566	664	19	62	52	49.14	101.14	-	17	8	11
Berlin,	763	192,179 44	5	162	234	132	197	245	6	23	14.21	13.14	28. 7	-	5	5	-
Blackstone,*	-	-	11	651	716	492	514	876	6	21	39.14	36	75.14	2	12	8	5
Bolton,	1186	402,181 13	8	229	312	197	262	290	11	32	21	26	47	-	7	6	2
Boylston,	797	241,985 57	5	167	220	129	174	267	6	35	16. 7	14. 7	30.14	-	5	1	4
Brookfield,	2472	655,829 09	10	321	419	262	341	383	28	30	24	25.21	49.21	-	10	7	2
Charlton,	2117	628,390 04	13	386	494	287	394	465	27	31	40	34.14	74.14	-	13	13	-
Dana,	691	117,983 73	6	192	230	119	149	215	10	20	16	17.14	33.14	-	6	4	2
Douglas,	1617	573,991 82	10	378	444	270	333	473	5	16	29.21	33.14	63. 7	-	10	8	2
Dudley,	1352	445,870 45	7	250	332	194	249	346	22	33	29.21	26.14	56. 7	-	7	7	-
Fitchburg,	2604	721,486 45	20	820	1007	547	759	1054	4	94	70. 7	59.14	129.21	-	18	8	12
Gardner,	1260	348,630 35	6	325	418	245	318	392	10	35	16.14	14.21	31. 7	-	7	6	4
Grafton,	2943	808,388 34	18	651	819	528	648	927	44	59	52. 7	56.14	108.21	-	17	7	12
Hardwick,	1789	595,195 40	12	323	462	278	386	380	12	82	34	32.14	66.14	-	12	6	6
Harvard,	1571	425,873 44	10	302	398	238	312	407	7	64	36. 7	34.14	70.21	-	10	9	1
Holden,	1874	528,907 98	13	395	490	329	429	503	25	57	27.21	33.14	61. 7	-	11	7	6
Hubbardston,	1784	411,458 75	14	392	559	321	422	517	12	83	36. 7	37.14	73.21	-	13	10	4
Lancaster,	2019	459,831 50	17	523	689	388	510	802	9	53	57.21	51. 7	109	-	14	12	5
Leicester,	1707	687,952 63	9	390	474	314	374	540	20	18	30. 7	25.14	55.21	-	12	8	4
Leominster,	2069	606,294 93	11	446	557	354	459	595	4	76	27	29. 7	56. 7	-	10	9	2

Lunenburg,	1272	412,383	88	9	247	357	200	304	327	1	55	23. 7	24	47. 7	-	8	9	-
Mendon,	3524	1,317,593	33	8	199	319	142	243	303	15	36	13.21	23.14	37. 7	-	6	6	2
Milford,	1773	418,210	87	14	562	706	456	573	664	26	54	36	33.14	99.14	-	13	11	3
Millbury,	2171	516,463	27	10	450	439	341	345	657	-	12	29	28	57	-	10	5	5
New Braintree,	752	385,772	30	7	136	217	111	176	171	3	29	21.14	22	43.14	-	7	5	2
Northborough,	1248	367,252	78	7	258	336	202	295	336	-	53	19	18	37	-	6	5	1
Northbridge,	1449	294,054	67	9	356	361	252	251	479	14	31	28.14	26	54.14	-	9	6	2
N. Brookfield,	1485	429,600	23	10	360	464	281	358	441	14	44	36	31	67	-	10	6	4
Oakham,	1038	284,341	27	8	195	304	166	256	285	14	15	21	22.21	43.21	-	7	5	3
Oxford,	1742	649,201	91	11	434	510	327	384	583	12	11	37.14	32	69.14	-	10	6	4
Paxton,	670	157,378	15	6	127	207	103	144	166	10	11	13.14	17.14	31	-	5	4	2
Petersham,	1775	644,607	74	14	324	425	270	335	400	11	30	34.14	38. 7	72.21	-	13	7	6
Phillipston,	919	285,882	81	7	184	234	159	196	218	8	41	19.21	15.21	35.14	-	7	4	2
Princeton,	1347	474,169	53	10	310	408	260	334	407	8	67	26	31. 7	57. 7	-	10	10	-
Royalston,	1667	433,314	43	14	372	535	316	472	414	14	92	33. 7	37.14	70.21	-	13	11	4
Rutland,	1260	422,289	45	11	256	363	212	292	343	6	47	20. 7	29.14	49.21	-	9	3	8
Shrewsbury,	1481	429,942	57	9	188	358	239	298	400	8	20	18. 7	23. 7	41.14	-	7	7	2
Southborough,	1145	296,302	93	6	222	261	168	222	284	11	30	20.14	18.14	39	-	6	6	-
Southbridge,	2031	553,021	37	13	503	565	362	393	673	17	22	32. 7	36.21	69	1	9	7	6
Spencer,	1604	490,303	23	10	380	505	313	395	497	24	49	30.14	28. 7	58.21	-	10	7	4
Sterling,	1647	479,034	63	12	367	533	266	440	446	10	53	25.21	33. 7	59	-	10	8	4
Sturbridge,	2005	610,325	20	14	431	526	356	443	580	10	51	37	46.14	83.14	-	13	9	5
Sutton,	2370	711,238	55	13	465	531	341	437	547	-	-	53. 7	34. 7	87.14	-	13	9	5
Templeton,	1776	581,845	50	10	430	518	363	405	520	13	76	26.21	22. 7	49	-	10	9	2
Upton,	1466	327,321	22	12	312	470	242	389	428	16	63	25.14	27. 7	52.21	-	9	7	5
Uxbridge,	2004	726,672	73	12	401	448	297	337	538	7	47	39.14	35. 7	74.21	-	12	5	7
Warren,	1290	444,834	00	12	364	386	290	324	394	13	37	34.14	30. 7	64.21	-	12	5	5
Webster,	1403	487,040	58	7	330	360	253	255	515	18	5	32.14	31. 7	63.21	-	8	4	3
Westborough,	1658	430,094	83	9	367	478	280	385	461	10	50	25. 7	26.14	51.21	-	9	8	2
West Boylston,	1187	365,726	99	8	316	362	269	299	390	12	30	24.14	19	43.14	-	8	6	2
West Brookf'ld,†	-	-		7	220	276	180	224	280	5	16	21	20. 7	41. 7	-	6	4	3
Westminster,	1645	457,983	33	13	‡425	530	349	462	546	18	40	31.14	33. 7	64.21	-	13	7	6
Winchendon,	1754	457,783	81	13	443	557	326	434	541	22	65	39.14	34	73.14	1	12	12	1
Worcester,	7497	3,696,004	84	33	2804	2715	1815	1965	3214	70	170	126	152.14	278.14	4	49	17	38
Total,	95,313	29,804,316	00	623	22,614	27,834	17,337	21,899	29,032	764	2478	2.25	2.26	5.23	8	605	406	246

* Population and Valuation included in Mendon. † Population and Valuation included in Brookfield. ‡ Returns defective.

WORCESTER COUNTY—*Continued.*

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of Incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.	Average wages paid per mth., including value of board.	Average value of board per month.													
Ashburnham,	$26 16	$6 54	$11 89	$5 53	$1200 00	-	-	-	-	-	1	4	25	$50 00	-	-	-
Athol,	26 50	6 58	12 50	5 37	1200 00	$15 00	-	-	-	-	2	4	12	40 00	-	-	-
Auburn,	29 00	7 33	14 40	5 40	500 00	-	-	-	-	-	2	3	30	36 00	-	-	-
Barre,	26 28	6 33	14 12	5 47	1800 00	50 00	-	-	-	-	1	12	27	350 00	-	-	-
Berlin,	27 40	6 60	11 20	5 00	500 00	-	-	-	-	-	1	12	30	360 00	$520 00	$31 29	-
Blackstone,	28 50	7 69	14 48	5 12	1787 00	-	-	-	-	-	2	3	30	60 00	-	-	-
Bolton,	32 00	9 00	15 44	6 33	1091 65	-	-	-	-	-	-	-	-	-	-	-	-
Boylston,	32 00	8 00	15 32	5 54	500 00	10 50	-	-	-	-	2	5	14	33 00	-	-	-
Brookfield,	26 35	7 35	13 91	5 61	900 00	33 00	-	-	-	-	2	3. 7	30	39 50	-	-	-
Charlton,	23 70	6 06	11 00	4 85	1200 00	160 70	-	-	-	-	3	5.14	35	112 00	-	-	-
Dana,	21 16	5 66	11 78	4 32	400 00	50 00	-	-	-	-	-	-	-	-	-	-	-
Douglas,	25 25	6 12	15 67	5 33	1200 00	-	-	-	-	-	1	10	25	400 00	900 00	54 00	-
Dudley,	22 98	6 37	12 43	5 19	800 00	80 00	1	12	45	$600 00	-	-	-	-	-	-	-
Fitchburg,	29 75	8 25	15 19	6 44	2400 00	-	-	-	-	-	6	42	31	1072 00	-	-	-
Gardner,	31 13	8 30	13 49	5 91	800 00	-	-	-	-	-	2	3	35	44 00	-	-	-
Grafton,	29 00	8 00	15 28	6 14	1793 81	-	-	-	-	-	8	26.14	27	910 00	-	-	$60 00
Hardwick,	25 50	6 33	13 49	5 37	1200 00	-	-	-	-	-	1	3	45	140 00	200 00	12 00	-
Harvard,	28 94	8 28	12 50	5 89	1400 00	-	-	-	-	-	-	-	-	-	-	-	36 00
Holden,	32 85	7 71	14 35	6 12	1000 00	-	-	-	-	-	3	6.14	23	120 00	3366 00	202 00	-
Hubbardston,	25 10	6 10	12 33	5 16	1200 00	-	-	-	-	-	3	4.21	22	62 00	1200 00	72 00	-
Lancaster,	31 00	8 78	15 44	6 35	3200 00	-	1	6	42	240 00	1	8. 7	59	560 00	-	-	-
Leicester,	26 63	7 25	12 83	5 64	1460 00	-	1	12	111	1700 00	-	-	-	-	-	-	-
Leominster,	30 55	8 33	13 83	6 17	1200 00	-	-	-	-	-	10	33	23	517 00	100 00	6 00	-
Lunenburg,	26 44	7 44	11 43	5 77	900 00	-	-	-	-	-	1	11	34	400 00	-	-	-

Mendon,	29	20	6	70	12	96	4	83	600	00	-		-		-		-		2	10	30	222	50	-		-	127	49
Milford,	32	12	8	68	15	02	6	02	1400	00	-		-		-		-		7	9. 7	32	238	50	-		-	-	
Millbury,	27	93	8	53	14	52	5	51	1250	00	-		-		-		-		1	10	60	720	00	-		-	-	
New Braintree,	26	60	6	54	12	07	5	56	800	00	-		-		-		-		1	3	36	144	00	-		-	-	
Northborough,	35	00	8	20	14	29	5	86	800	00	-		-		-		-		4	16	29	575	00	-		-	-	
Northbridge,	26	67	7	17	14	41	5	55	1000	00	-		-		-		-		7	8. 7	22	153	07	-		-	-	
N. Brookfield,	28	50	7	17	12	45	5	23	1200	00	-		-		-		-		2	7	27	262	00	-		-	-	
Oakham,	24	73	6	53	12	04	4	94	700	00	20	00	-		-		-		1	3	33	100	00	-		-	-	
Oxford,	29	41	7	25	14	97	5	91	1400	00	12	00	-		-		-		-	-	-	-		-		-	-	
Paxton,	26	71	6	33	13	67	5	52	600	00	-		-		-		-		1	2.21	33	95	00	-		-	-	
Petersham,	23	93	6	14	13	00	5	14	1200	00	54	25	-		-		-		3	5.14	30	179	00	1184	94	71	09	-
Phillipston,	27	75	6	75	12	54	4	82	600	00	-		-		-		-		-	-	-	-		-		-	-	
Princeton,	25	27	6	67	11	41	4	71	1000	00	-		-		-		-		2	3	30	36	00	-		-	-	
Royalston,	26	09	6	54	12	14	4	85	1200	00	15	00	-		-		-		1	3	30	96	00	1500	00	90	00	-
Rutland,	27	28	7	44	13	30	5	55	800	00	12	06	-		-		-		3	6	27	127	50	-		-	-	
Shrewsbury,	30	14	8	00	13	78	5	44	900	00	-		-		-		-		4	13	25	129	00	-		-	-	
Southborough,	27	83	7	83	13	83	5	89	800	00	-		-		-		-		3	15	24	322	50	-		-	-	
Southbridge,	23	75	6	65	14	18	5	51	1200	00	-		-		-		-		4	9.21	35	280	00	-		-	-	
Spencer,	25	00	6	57	12	77	4	92	1000	00	-		-		-		-		3	7. 7	32	181	00	400	00	24	00	-
Sterling,	28	92	7	67	15	00	6	21	1300	00	-		-		-		-		3	7	28	310	00	-		-	-	
Sturbridge,	24	22	6	56	13	72	4	72	1000	00	68	00	-		-		-		5	7	31	106	00	-		-	-	
Sutton,	29	28	7	44	14	12	5	40	1000	00	-		-		-		-		-	-	-	-		2000	00	120	00	-
Templeton,	30	72	7	83	13	61	5	31	1000	00	-		-		-		-		6	11	30	187	00	-		-	-	
Upton,	29	42	7	32	13	61	5	56	900	00	-		-		-		-		2	5. 7	30	138	00	-		-	-	
Uxbridge,	21	96	6	36	14	23	5	33	1200	00	-		-		-		-		1	12	59	800	00	4469	69	247	00	-
Warren,	27	00	6	60	14	16	6	05	1000	00	52	00	-		-		-		1	6	31	248	00	-		-	-	
Webster,	29	50	7	75	14	16	5	45	1200	00	-		-		-		-		1	10	25	414	15	-		-	-	
Westborough,	31	52	8	15	14	27	6	45	1200	00	-		-		-		-		10	20. 7	27	417	02	-		-	-	
West Boylston,	27	94	7	78	14	06	6	03	900	00	-		-		-		-		2	6	21	924	00	-		-	-	
West Brookfield,	28	37	6	62	13	55	5	41	900	00	40	00	-		-		-		1	10	30	270	00	-		-	-	
Westminster,	27	37	7	63	13	63	5	52	1200	00	22	00	-		-		-		1	10	200	600	00	-		-	-	
Winchendon,	28	69	7	61	13	66	6	17	1500	00	-		1	6	-	200	00	-	-	-	-	-		-		-	-	
Worcester,	38	65	10	00	12	65	7	73	13,300	00	50	00	1	10	58	1320	00	6	45.14		17	1737	00	500	00	30	00	-
Total,	27	92	7	29	13	54	5	56	75,682	46	744	51	5	46	51	4060	00	118	381.14		35	15,317	72	16,340	63	959	38	223	49

HAMPSHIRE COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Amherst,	2550	$654,471 00	13	448	596	368	514	700	14	15	42.21	39. 7	82	-	11	7	6
Belchertown,	2554	496,480 00	18	476	664	404	546	697	31	36	45.21	56.21	102.14	-	14	11	8
Chesterfield,	1132	250,112 00	10	225	235	173	179	274	4	6	34.21	30	64.21	-	10	5	5
Cummington,	1237	244,078 00	10	276	367	198	259	374	15	33	36	35.14	71.14	-	9	7	3
Easthampton,	717	181,495 00	6	180	177	148	148	218	4	2	25.21	18. 7	44	-	6	4	2
Enfield,	976	263,430 00	8	203	245	177	209	283	6	31	23.14	21. 7	44.21	-	8	5	3
Goshen,	556	131,867 00	5	108	112	88	88	133	3	3	18.21	12. 7	31	-	5	2	2
Granby,	971	230,583 00	7	164	225	142	195	318	10	15	28.21	25.21	54.14	-	7	2	5
Greenwich,	824	156,879 00	7	183	231	138	196	214	6	22	18	18. 7	36. 7	-	7	4	3
Hadley,	1814	493,091 00	13	345	451	297	378	503	7	16	41.21	41	82.21	-	10	5	8
Hatfield,	933	449,684 00	7	191	251	163	207	214	-	15	24.14	24.21	49. 7	-	6	3	4
Middlefield,	1717	205,128 00	11	141	215	115	180	197	7	19	28	31	59	-	9	6	5
Northampton,	3750	1,150,167 00	21	1107	1027	727	765	1180	12	30	88.14	90.14	179	1	25	7	19
Norwich,	750	173,064 00	8	172	177	145	139	213	3	5	24.14	22	46.14	-	7	5	3
Pelham,	956	160,695 00	7	224	304	170	241	286	6	14	17.14	16	33.14	-	7	7	-
Plainfield,	910	203,390 00	8	192	233	150	194	217	12	22	22.21	25	47.21	-	7	6	3
Prescott,	780	148,537 00	5	121	178	102	140	207	2	22	12. 7	14	26. 7	-	4	5	-
South Hadley,	1458	271,438 00	10	330	373	268	308	375	-	3	40	36	76	-	10	2	8
Southampton,	1157	235,845 00	8	205	262	159	182	280	5	14	33	27.21	60.21	-	8	5	3
Ware,	1890	384,850 00	15	570	685	449	513	809	24	45	45.21	46	91.21	1	14	8	7
Westhampton,	759	165,067 00	7	142	156	106	134	167	2	11	27	22.14	49.14	-	7	6	1
Williamsburg,	1309	340,149 00	11	295	364	224	292	379	3	14	28.14	29.21	58. 7	-	10	5	6
Worthington,	1197	307,851 00	11	284	320	201	251	311	20	40	51. 7	32.14	83.21	-	11	9	2
Total,	30,897	7,298,351 00	226	6582	7848	5112	6258	8549	196	433	3.10	3. 5	6.15	2	212	126	106

HAMPSHIRE COUNTY—*Continued.*

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.	Average wages paid per mth., including value of board.	Average value of board per month.													
Amherst,	$28 48	$6 93	$13 68	$5 80	$1500 00	18 00	1	11.14	60	$950 00	5	19.14	37	$1256 60	-	-	-
Belchertown,	24 82	6 00	12 82	5 52	1400 00	279 00	-	-	-	-	2	1.14	25	16 00	-	-	-
Chesterfield,	19 80	6 00	11 75	6 00	500 00	308 50	-	-	-	-	1	3	20	60 00	$607 00	$36 42	-
Cummington,	21 68	6 14	14 08	6 25	824 00	443 00	-	-	-	-	1	3	30	90 00	-	-	-
Easthampton,	23 62	8 00	14 83	8 00	450 00	397 00	1	11	200	3400 00	-	-	-	-	-	-	-
Enfield,	26 70	6 80	12 44	4 83	700 00	-	-	-	-	-	2	3. 7	38	52 00	-	-	-
Goshen,	19 67	6 00	12 53	6 00	300 00	100 00	-	-	-	-	-	-	-	-	-	-	-
Granby,	19 70	5 80	13 00	5 11	850 00	75 00	-	-	-	-	1	3	20	70 00	-	-	-
Greenwich,	22 67	2 17	11 27	4 38	500 00	45 00	-	-	-	-	1	1.14	35	12 00	-	-	-
Hadley,	24 13	6 93	12 46	5 22	1300 00	30 00	1	11	50	600 00	-	-	-	-	-	-	-
Hatfield,	27 22	6 56	12 95	5 71	750 00	-	-	-	-	-	1	21	33	14 00	-	-	$113 75
Middlefield,	20 17	6 00	12 76	6 00	490 00	448 00	-	-	-	-	-	-	-	-	-	-	-
Northampton,	29 06	8 33	12 81	6 15	4600 00	150 00	1	10	25	675 00	7	25	40	362 50	3106 87	186 41	-
Norwich,	18 50	6 00	12 62	6 00	300 00	250 00	-	-	-	-	3	5	24	60 00	-	-	-
Pelham,	19 57	5 00	9 55	4 00	400 00	122 00	-	-	-	-	-	-	-	-	-	-	-
Plainfield,	21 61	6 00	12 36	5 80	520 00	241 50	-	-	-	-	-	-	-	-	-	-	-
Prescott,	22 30	6 00	10 30	4 00	350 00	140 00	-	-	-	-	1	2.21	40	73 00	-	-	-
South Hadley,	24 00	7 50	14 02	6 00	1000 00	131 50	1	10	230	2760 00	1	8.14	23	278 00	-	-	-
Southampton,	20 80	6 00	13 57	6 00	500 00	-	1	3	30	90 00	-	-	-	-	-	-	159 31
Ware,	24 95	4 67	12 92	4 96	1600 00	39 00	-	-	-	-	9	25	53	1023 70	-	-	-
Westhampton,	19 06	6 00	10 98	5 44	450 00	300 00	-	-	-	-	1	3	20	60 00	-	-	-
Williamsburg,	23 60	7 60	12 30	5 45	700 00	311 00	-	-	-	-	2	9	17	92 00	-	-	-
Worthington,	20 78	6 00	13 28	6 00	500 00	549 75	-	-	-	-	2	3	-	19 33	1848 67	110 92	146 98
Total,	22 73	6 19	12 57	5 59	20,484 00	4378 25	6	56.14	99	8775 00	40	116.21	34	3539 13	5562 54	333 75	420 04

HAMPDEN COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Blandford,	1427	$397,051 00	16	309	345	244	256	395	15	20	54	49	103	-	14	7	7
Brimfield,	1419	443,410 00	10	282	376	200	301	426	6	41	36	32	68	-	10	8	3
Chester,	1632	241,729 00	14	256	326	182	236	440	8	22	49.14	39	88.14	-	14	7	8
Chicopee,*	-	-	20	1577	1594	942	1075	1698	10	75	112.21	94.14	207. 7	4	25	8	21
Granville,	1414	289,889 00	9	248	268	175	202	349	12	22	39	28.14	67.14	-	9	8	1
Holland,	423	113,763 00	4	99	108	54	84	100	7	13	11.14	10	21.14	-	4	3	1
Longmeadow,	1270	341,713 00	11	241	334	198	273	335	10	22	36.14	45	81.14	-	8	6	5
Ludlow,	1268	370,099 00	10	270	355	209	266	315	10	18	32.21	32. 7	65.21	-	10	6	4
Monson,	2151	630,773 86	16	426	544	298	234	521	24	16	60.21	49. 7	110	-	16	12	4
Montgomery,	740	96,160 00	5	71	83	47	53	80	4	10	19	16.14	35.14	-	5	4	1
Palmer,	2139	695,519 00	19	739	962	505	688	838	18	43	45	52.14	97.14	2	15	10	12
Russell,	955	98,390 00	4	71	90	41	56	112	5	4	11	13.14	24.14	-	3	1	3
Southwick,†	1214	297,411 00	9	253	314	187	254	356	10	20	46. 7	33. 7	79.14	-	9	6	3
Springfield,	10,985	3,610,141 35	27	2118	2153	1274	1407	2146	-	78	61	61	122	5	32	7	36
Tolland,	627	167,916 00	6	98	108	70	83	130	2	20	19	20	39	-	5	1	5
Wales,	686	143,295 00	6	116	172	74	139	158	2	18	12. 7	17. 7	29.14	-	4	4	2
Westfield,	3526	899,510 00	19	702	841	520	620	932	25	36	80.14	72	152.14	-	17	7	14
W. Springfield,	3626	964,317 50	29	862	999	565	789	1149	22	38	102	93. 7	195. 7	-	24	14	14
Wilbraham,	1864	387,336 00	15	448	492	344	394	536	24	43	56	45	101	-	15	6	7
Total,	37,366	10,188,423 71	249	9186	10,464	6129	7410	11,016	214	559	3.15	3. 7	6.22	11	239	125	151

* Population and Valuation included in Springfield. † No Returns. From last year's Abstract.

HAMPDEN COUNTY—*Continued.*

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of Incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.	Average wages paid per mth., including value of board.	Average value of board per month.													
Blandford,	$20 85	$6 29	$12 62	$5 90	$600 00	$685 00	-	-	-	-	-	-	-	-	$2300 00	$138 00	-
Brimfield,	23 39	6 31	12 21	5 26	1200 00	156 00	-	-	-	-	1	3	12	$56 50	-	-	-
Chester,	21 10	8 00	11 95	5 86	800 00	703 00	-	-	-	-	7	15	20	180 00	600 00	36 00	-
Chicopee,	38 39	9 00	15 70	6 04	7400 00	-	-	-	-	-	-	-	-	-	-	-	-
Granville,	19 75	6 00	10 52	5 00	600 00	365 00	-	-	-	-	3	9.14	29	312 00	-	-	-
Holland,	18 04	5 32	11 32	5 32	200 00	94 00	-	-	-	-	-	-	-	-	-	-	-
Longmeadow,	23 58	7 33	13 03	5 76	1250 00	142 00	-	-	-	-	1	11	25	400 00	1131 00	67 86	-
Ludlow,	23 83	6 17	11 71	5 00	950 00	250 00	-	-	-	-	-	-	-	-	-	-	-
Monson,	23 28	6 15	11 76	5 23	1200 00	487 75	1	11	92	$1410 00	-	-	-	-	-	-	-
Montgomery,	17 06	6 00	10 14	5 00	300 00	181 00	-	-	-	-	-	-	-	-	-	-	-
Palmer,	24 14	6 82	12 84	5 44	1200 00	183 00	-	-	-	-	4	6	34	112 50	825 00	49 50	-
Russell,	22 00	8 00	12 33	6 33	250 00	175 00	-	-	-	-	3	7.14	12	72 00	-	-	-
Southwick,*	22 25	8 00	11 86	6 00	-	551 50	-	-	-	-	2	15	37	348 00	15,618 01	937 08	-
Springfield,	41 89	11 67	16 18	6 50	9630 00	-	-	-	-	-	8	84	27	3200 00	†18,114 01	1684 37	-
Tolland,	19 00	6 00	13 46	6 00	322 00	78 00	-	-	-	-	8	42	22	385 00	-	-	-
Wales,	19 87	5 25	11 25	5 00	400 00	46 25	-	-	-	-	1	3	20	45 00	-	-	-
Westfield,	23 43	6 86	14 17	6 32	2000 00	154 00	1	10.14	101	1464 50	-	-	-	-	-	-	-
W. Springfield,	23 52	7 43	12 17	5 57	1700 00	1250 00	-	-	-	-	9	22	15	267 00	14,647 54	839 10	-
Wilbraham,	26 17	7 33	14 08	5 74	900 00	606 50	1	10.21	220	2200 00	-	-	-	-	934 62	56 08	$246 70
Total,	23 76	7 05	12 59	5 64	30,902 00	6108 00	3	32. 7	138	5074 50	47	218	22	5378 00	54,170 18	3789 99	246 70

* No Returns. From last year's Abstract.

† To be apportioned between Springfield and Chicopee.

FRANKLIN COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days	Total. Mos. Days.	Males.	Females.	Males.	Females.
Ashfield,	1610	$326,945 00	14	333	380	261	308	560	8	37	44.21	39	83.21	-	14	7	7
Bernardston,	992	210,083 00	6	234	273	171	226	280	5	16	27	19	46	-	6	4	2
Buckland,	1084	159,844 00	8	215	274	183	210	286	10	19	24.14	22. 7	46.21	-	8	2	7
Charlemont,	1127	221,941 00	10	247	338	187	282	303	15	40	28	28.14	56.14	-	9	4	6
Coleraine,	1971	420,180 00	19	426	566	334	467	557	10	20	57. 7	54.14	111.21	-	16	9	10
Conway,	1409	422,558 00	18	325	401	269	343	424	7	49	55.21	48. 7	104	-	17	8	9
Deerfield,	1912	579,020 00	16	371	443	291	330	521	17	23	61	56	117	-	15	2	14
Erving,	309	58,785 00	2	93	100	79	69	107	2	-	6.14	6.21	13. 7	-	2	1	1
Gill,	798	180,386 00	6	184	209	146	180	219	6	13	21	18	39	-	6	3	3
Greenfield,	1756	561,175 00	10	452	501	374	408	585	8	15	49	39	88	1	11	6	6
Hawley,	977	175,187 00	11	262	330	184	267	299	10	37	30. 7	29	59. 7	-	11	7	4
Heath,	895	195,811 00	9	204	263	175	219	252	8	22	29. 7	25. 7	54.14	-	9	4	5
Leverett,	875	162,473 00	7	191	268	155	185	248	6	33	25	20.14	45.14	-	7	7	-
Leyden,	632	170,897 00	5	171	214	133	166	200	2	12	19	15.14	34.14	-	5	3	2
Monroe,	282	41,750 00	4	76	78	55	63	78	1	12	6	9.14	15.14	-	3	-	3
Montague,	1255	231,809 00	13	322	391	239	304	379	15	42	42	35. 7	77. 7	-	11	7	5
New Salem,	1305	262,313 00	12	315	345	250	287	371	23	32	35. 7	28.14	63.21	-	12	5	6
Northfield,	1673	436,876 00	14	400	487	299	371	422	16	59	38.14	38.14	77	-	14	6	8
Orange,	1501	289,298 00	14	337	500	279	430	456	10	61	20	30.21	50.21	-	10	7	7
Rowe,	703	159,424 00	7	166	195	130	160	189	10	12	24	24	48	-	7	1	7
Shelburne,	1022	255,944 00	10	212	299	174	246	343	9	21	40. 7	28. 7	68.14	-	13	6	4
Shutesbury,	987	177,954 00	10	210	274	173	226	267	7	26	23.14	26.21	50. 7	-	9	5	5
Sunderland,	719	183,279 00	7	158	233	138	180	208	6	26	24. 7	21	45. 7	-	6	2	5
Warwick,	1071	260,100 00	11	247	263	216	236	278	3	25	24.14	24. 7	48.21	-	10	7	4
Wendell,	875	183,735 00	11	114	273	81	186	221	15	24	10. 7	34	44. 7	-	4	-	11
Whately,	1072	220,927 00	6	179	238	164	222	272	5	26	21	18. 7	39. 7	-	6	4	2
Total,	28,812	6,548,694 00	260	6444	8136	5140	6571	8325	234	702	3. 1	2.24	5.25	1	241	117	143

FRANKLIN COUNTY—*Continued.*

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.	Average wages paid per mth., including value of board.	Average value of board per month.													
Ashfield,	$20 14	$5 28	$11 37	$4 56	$700 00	$450 00	1	5	32	$160 00	1	3	17	$51 00	-	$56 69	-
Bernardston,	27 42	8 00	10 44	6 00	500 00	351 00	1	7.21	24	223 50	-	-	-	-	$716 67	43 00	-
Buckland,	20 50	5 00	11 10	4 67	600 00	35 00	-	-	-	-	-	-	-	-	914 89	54 88	-
Charlemont,	23 50	6 00	12 67	5 57	600 00	225 00	-	-	-	-	2	4.14	35	155 00	-	-	-
Coleraine,	19 44	6 00	12 67	5 04	1000 00	714 00	-	-	-	-	3	5	26	98 00	-	-	-
Conway,	19 25	6 00	10 63	5 00	830 00	573 00	-	-	-	-	2	12	24	288 25	-	-	-
Deerfield,	26 00	7 00	14 42	5 75	1563 00	241 00	1	10	25	300 00	1	3	25	75 00	-	-	-
Erving,	35 00	9 00	12 12	5 12	250 00	-	-	-	-	-	-	-	-	-	-	-	$53 00
Gill,	24 33	6 00	13 67	6 22	400 00	222 00	-	-	-	-	-	-	-	-	-	-	-
Greenfield,	26 91	7 83	14 63	6 54	1500 00	250 00	1	12	10	300 00	3	16	30	290 00	-	-	-
Hawley,	19 10	5 29	11 51	4 87	500 00	160 00	-	-	-	-	1	1.21	30	26 25	400 00	24 00	-
Heath,	21 67	5 00	10 68	5 00	810 00	310 00	-	-	-	-	-	-	-	-	-	-	-
Leverett,	20 01	5 51	9 60	4 14	496 00	197 50	-	-	-	-	1	3	25	75 00	-	-	-
Leyden,	20 33	6 00	13 40	6 00	300 00	247 00	-	-	-	-	3	5.14	33	92 50	-	-	-
Monroe,	-	-	12 46	5 00	209 53	92 50	-	-	-	-	1	1	10	4 00	207 33	12 44	-
Montague,	24 43	6 00	13 04	6 00	852 75	190 00	-	-	-	-	3	5	19	101 00	2877 00	170 00	-
New Salem,	22 33	5 13	13 39	5 06	800 00	110 31	1	11	32	399 14	-	-	-	-	-	-	-
Northfield,	23 33	7 00	12 12	4 69	1000 00	150 00	-	-	-	-	4	15	20	45 00	400 00	24 00	66 00
Orange,	25 10	6 10	12 30	5 21	800 00	-	-	-	-	-	3	7	37	286 00	-	-	-
Rowe,	20 00	4 00	11 60	4 00	500 00	83 00	-	-	-	-	1	1.14	18	12 00	200 00	12 00	-
Shelburne,	23 11	5 67	11 84	4 18	800 00	321 50	1	11	75	1500 00	2	4	20	117 20	-	-	-
Shutesbury,	19 40	4 80	10 25	3 94	500 00	40 50	-	-	-	-	1	2.21	30	90 00	280 00	16 80	-
Sunderland,	27 00	7 00	11 36	5 10	650 00	40 00	-	-	-	-	1	3	40	125 00	-	-	-
Warwick,	19 43	5 43	10 55	4 43	700 00	25 00	-	-	-	-	1	2.21	35	92 00	500 00	30 00	-
Wendell,	-	-	12 00	4 69	400 00	55 00	-	-	-	-	2	4	12	39 59	690 00	41 40	-
Whately,	21 75	6 00	12 12	4 41	650 00	86 00	-	-	-	-	3	8.21	27	165 00	-	-	-
Total,	22 89	6 04	12 00	5 04	17,911 28	5169 31	6	56.21	33	2882 64	39	108.14	23	2227 79	7185 89	485 21	119 00

BERKSHIRE COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Adams,	3703	$773,929 00	25	1150	1318	748	896	1575	27	58	88.14	98.21	187. 7	2	20	12	13
Alford,	481	93,915 00	4	109	121	60	89	130	4	19	17.21	12.21	30.14	-	4	4	-
Becket,	1342	224,160 50	10	265	308	191	220	281	4	32	45	30. 7	75. 7	-	10	8	2
Cheshire,	985	322,385 00	8	234	227	172	170	280	19	15	34. 7	23.14	57.21	-	8	6	2
Clarksburg,	370	56,219 00	4	92	101	67	84	129	1	8	10	10	20	-	3	3	-
Dalton,	1255	270,299 00	6	240	260	191	207	275	3	8	26	21.14	47.14	1	5	4	3
Egremont,	1038	239,858 00	5	211	255	136	174	246	9	16	26	15	41	-	5	5	-
Florida,	441	64,406 26	6	161	183	116	140	160	6	20	17.14	15.21	33. 7	-	6	4	2
Gt. Barrington,	2704	625,125 00	17	638	674	465	499	794	20	35	83. 7	56	139. 7	-	17	12	3
Hancock,	922	317,950 00	7	128	191	106	135	236	7	8	21.14	22.14	44	-	5	5	2
Hinsdale,	955	231,930 00	7	244	265	184	217	320	2	12	30	26. 7	56. 7	-	7	2	5
Lanesborough,	1140	350,024 00	8	178	199	129	141	318	4	11	28. 7	23.14	51.21	-	6	8	-
Lee,	2428	474,761 00	10	489	536	312	344	705	12	-	54.14	37. 7	91.21	-	10	8	2
Lenox,	1313	310,978 00	7	227	288	157	184	340	3	20	28	26.21	54.21	-	7	6	1
Monterey,*	-	-	8	184	198	108	148	191	12	12	27. 7	31.21	59	-	7	2	7
Mt. Washington,	438	52,126 00	3	102	96	53	77	115	5	9	12.14	6. 7	18.21	-	3	3	-
New Ashford,	227	79,993 00	1	33	29	19	14	51	-	5	5	3.14	8.14	-	1	1	-
N. Marlborough,	1682	380,943 00	14	346	440	219	315	448	10	26	47	52	99	-	11	7	7
Otis,	1177	203,043 00	10	281	329	209	232	289	10	11	37	29.21	66.21	-	10	7	3
Peru,	576	158,872 00	7	109	159	62	110	135	10	25	24	21	45	-	7	4	3
Pittsfield,	3747	1,065,008 00	18	844	912	588	745	1167	12	35	85.21	78. 7	164	1	16	10	9
Richmond,	1097	234,147 00	6	162	181	104	131	180	6	25	24	24	48	-	5	4	2
Sandisfield,	1464	374,508 00	16	317	388	229	290	370	17	28	59	46	105	-	14	6	10

Savoy,	915	120,311 00	9	249	248	155	154	279	12	37	29.14	17.14	47	-	9	3	5
Sheffield,	2322	631,882 00	13	545	627	337	423	760	10	32	63. 7	51	114. 7	-	13	12	1
Stockbridge,	1992	469,427 00	8	369	379	253	261	510	3	3	38	31. 7	69. 7	-	10	8	2
Tyringham,	1477	251,598 00	7	169	143	125	95	182	7	6	32.21	16. 7	49	-	7	3	2
Washington,	991	133,853 00	8	245	195	169	121	255	7	26	35.21	19.21	55.14	-	8	4	2
W. Stockbridge,	1448	289,313 00	7	347	366	237	182	426	10	20	31.14	26.14	58	-	7	5	2
Williamstown,	2153	547,740 00	14	487	566	281	367	760	10	25	61. 7	47. 7	108.14	-	13	12	2
Windsor,	897	194,223 00	10	196	164	136	129	225	14	24	39. 7	18.14	57.21	-	10	4	3
Total,	41,680	9,546,926 76	283	9351	10,346	6318	7294	12,132	276	611	4. 3	3. 9	7.12	4	264	182	95

* Population and Valuation included in Tyringham.

BERKSHIRE COUNTY—*Continued.*

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of Incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.	Average wages paid per mth., including value of board.	Average value of board per month.													
Adams,	$21 77	$6 50	$13 66	$5 42	$3543 75	$510 75	1	10	66	$850 00	6	26.14	24	$498 00	$3300 00	$200 00	-
Alford,	19 80	6 00	11 50	6 00	250 00	203 20	-	-	-	-	2	2.21	21	39 00	-	-	-
Becket,	22 87	8 00	12 65	6 00	600 00	580 00	-	-	-	-	-	-	-	-	2200 00	132 00	-
Cheshire,	19 83	6 33	12 22	5 50	600 00	400 00	-	-	-	-	-	-	-	-	-	-	-
Clarksburg,	23 00	7 00	11 33	6 00	200 00	170 00	-	-	-	-	1	2	20	12 00	350 00	21 00	-
Dalton,	22 20	7 60	11 57	5 62	500 00	328 00	-	-	-	-	-	-	-	-	-	-	-
Egremont,	22 90	6 00	12 90	6 00	525 00	301 50	-	-	-	-	3	7	33	175 00	-	-	-
Florida,	19 50	6 00	9 55	4 00	300 00	146 00	-	-	-	-	-	-	-	-	180 00	10 80	-
Gt. Barrington,	17 62	4 41	11 70	4 35	1100 00	350 00	1	11	56	1200 00	1	10	25	900 00	960 71	57 64	-
Hancock,	22 20	6 00	13 14	5 71	300 00	371 28	-	-	-	-	3	12	6	146 00	200 00	12 00	-
Hinsdale,	23 00	8 00	14 82	7 58	500 00	415 00	1	7	60	650 00	4	4.14	34	35 00	-	-	-
Lanesborough,	19 87	6 00	13 00	6 00	600 00	510 00	-	-	-	-	4	23	15	400 00	3370 50	202 23	-
Lee,	23 62	8 25	13 70	5 90	1180 00	400 00	-	-	-	-	2	20	33	900 00	1600 00	96 00	-
Lenox,	24 33	8 00	15 00	8 00	700 00	617 00	1	11	30	550 00	2	-	-	-	-	-	-
Monterey,	21 25	8 00	11 11	6 00	325 00	407 25	-	-	-	-	1	4.14	15	60 00	612 00	36 72	$67 41
Mt. Washington,	19 33	6 00	11 33	6 00	267 47	123 00	-	-	-	-	1	1.21	18	10 50	100 00	6 00	-
New Ashford,	21 00	6 00	11 33	6 00	75 00	61 00	-	-	-	-	-	-	-	-	-	-	-
N. Marlborough,	23 57	6 00	11 03	5 00	700 00	644 00	-	-	-	-	1	2	15	48 75	2007 84	120 47	204 78
Otis,	23 69	8 00	12 06	6 00	550 00	517 00	-	-	-	-	2	12	19	112 00	-	-	-
Peru,	24 54	7 00	11 40	6 00	300 00	325 00	-	-	-	-	2	2	17	40 00	370 33	22 22	-
Pittsfield,	28 36	8 45	13 17	5 94	2800 00	226 00	-	-	-	-	6	56	56	6570 00	2500 00	160 00	-
Richmond,	20 32	7 00	11 78	6 00	300 00	357 01	-	-	-	-	1	3	12	36 00	-		-

Sandisfield,	22 50	6 33	12 60	6 09	800 00	630 00	-	-	-	-	2	5	19	94 00	4654 00	279 25	-
Savoy,	19 55	6 00	12 43	4 00	348 75	150 00	-	-	-	-	3	4. 7	30	34 00	1271 98	76 32	-
Sheffield,	25 79	8 00	13 29	6 00	1875 00	500 00	-	-	-	-	1	11	20	180 00	4153 88	249 25	-
Stockbridge,	21 37	6 00	9 75	4 00	1000 00	201 00	1	11	39	707 21	3	34	15	521 00	-	-	-
Tyringham,	20 67	4 50	9 50	4 00	300 00	139 00	-	-	-	-	-	-	-	-	600 00	36 00	-
Washington,	20 91	8 00	11 94	6 00	450 00	407 00	-	-	-	-	-	-	-	-	-	-	-
W. Stockbridge,	25 70	7 60	13 61	6 00	500 00	373 44	-	-	-	-	2	6. 7	23	131 25	-	-	153 00
Williamstown,	22 02	8 17	12 04	4 80	1500 00	-	-	-	-	-	2	21	29	1144 00	-	-	-
Windsor,	18 75	6 00	11 59	5 08	400 00	90 00	-	-	-	-	1	3	19	57 00	700 00	42 00	-
Total,	22 00	6 81	12 15	5 62	23,389 97	10,453 43	5	50	50	3957 21	56	273.14	26	12,143 50	29,131 24	1779 90	425 19

NORFOLK COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Bellingham,	1055	$272,850 00	8	209	302	167	231	309	9	27	19.21	31.14	51. 7	-	7	3	6
Braintree,	2168	531,786 00	11	569	552	444	422	709	13	29	48.14	45. 7	93.21	3	8	8	3
Brookline,	1365	743,963 00	6	267	283	205	223	433	-	-	36	36	72	2	6	2.	6
Canton,	1995	562,028 00	8	457	502	368	412	544	3	13	33	26	59	2	6	4	5
Cohasset,	1471	306,717 00	8	282	418	216	321	394	-	38	28.21	29.14	58. 7	-	5	5	3
Dedham,	3290	1,218,548 00	17	826	885	689	752	875	2	35	85	77	162	3	14	10	7
Dorchester,	4875	1,691,245 00	21	1414	1367	946	983	1659	2	38	125.14	125.14	251	7	22	8	21
Dover,	520	192,309 00	4	77	114	67	97	120	4	14	14	13.14	27.14	-	4	3	1
Foxborough,	1298	260,578 00	8	359	450	289	324	421	7	25	25.21	25.14	51. 7	-	8	4	4
Franklin,	1717	417,078 00	10	384	394	273	274	480	18	19	35. 7	30.21	66	-	10	3	7
Medfield,	883	229,174 00	4	149	211	129	178	201	4	23	11	16	27	-	3	3	1
Medway,	2043	492,325 00	10	455	565	398	462	525	23	58	34.14	31.21	66. 7	-	10	7	3
Milton,	1822	663,247 00	6	425	414	267	247	459	11	-	35	30	65	3	3	3	4
Needham,	1488	383,056 00	6	349	396	283	315	432	4	8	24. 7	20.21	45	-	6	5	3
Quincy,	3486	912,105 00	13	1019	1028	658	670	1135	-	15	78	71	149	4	9	6	7
Randolph,	3213	787,015 00	10	710	716	469	496	984	35	41	47.21	25.14	73. 7	2	11	8	2
Roxbury,	9089	3,257,503 00	34	2633	2709	2208	2286	3655	-	20	198	204	402	9	51	11	51
Sharon,	1076	310,461 00	5	210	249	159	202	244	2	25	19	16. 7	35. 7	-	5	4	1
Stoughton,	2142	389,888 00	12	675	686	487	492	751	22	31	47. 7	42	89. 7	1	11	4	8
Walpole,	1491	398,479 00	6	357	387	293	327	426	4	3	23.14	24	47.14	-	6	6	1
Weymouth,	3738	868,081 00	19	964	958	641	701	1161	20	21	91.21	64. 7	156	1	15	11	8
Wrentham,	2915	634,091 00	20	652	744	527	606	811	13	60	74.14	62.14	137	-	20	8	12
Total,	53,140	15,522,527 00	246	13,442	14,330	10,183	11,021	16,728	196	543	4.17	4. 7	8.24	37	240	126	164

NORFOLK COUNTY—*Continued.*

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.	Average wages paid per mth., including value of board.	Average value of board per month.													
Bellingham,	$26 33	$7 67	$15 09	$5 77	$800 00	$18 00	-	-	-	-	4	7.14	15	$136 00	$418 16	$25 09	$140 63
Braintree,	33 55	9 50	17 44	6 06	2000 00	-	-	-	-	-	4	25	32	1148 00	5000 00	300 00	-
Brookline,	64 58	15 00	20 55	8 67	3200 00	-	-	-	-	-	3	36	42	558 00	-	-	-
Canton,	34 87	10 00	17 00	6 33	1600 00	150 00	-	-	-	-	1	12	17	300 00	-	-	-
Cohasset,	31 00	5 60	12 62	6 37	1200 00	-	-	-	-	-	1	6	30	350 00	-	-	-
Dedham,	39 75	10 90	16 39	7 05	5000 00	-	-	-	-	-	3	21	21	588 00	440 00	26 40	-
Dorchester,	64 12	14 12	27 31	8 65	9002 00	-	-	-	-	-	8	82	32	2892 00	9307 28	549 86	-
Dover,	26 00	8 67	12 50	6 30	500 00	-	-	-	-	-	-	-	-	-	-	-	63 00
Foxborough,	34 77	9 37	14 31	5 68	1200 00	-	-	-	-	-	1	4. 7	70	70 00	-	-	-
Franklin,	28 40	7 07	15 41	5 44	1200 00	-	-	-	-	-	2	4	30	143 00	-	-	-
Medfield,	36 00	9 33	15 87	6 12	500 00	-	-	-	-	-	-	-	-	-	3765 19	225 91	-
Medway,	35 71	8 57	15 50	5 88	1500 00	-	-	-	-	-	5	10	35	310 00	200 00	12 00	-
Milton,	34 63	10 25	18 60	7 60	2000 00	-	1	6	25	$350 00	3	30	60	1050 00	-	-	-
Needham,	31 00	9 60	17 50	6 83	1110 00	-	-	-	-	-	1	10	25	500 00	1500 00	90 00	-
Quincy,	38 04	10 00	13 55	6 20	3400 00	-	-	-	-	-	3	29	27	576 66	1250 00	75 00	-
Randolph,	31 33	9 22	14 91	5 58	2000 00	-	-	-	-	-	1	2.14	13	16 25	10,600 00	530 00	-
Roxbury,	69 76	16 00	21 00	8 00	19,877 27	-	-	-	-	-	32	384	20	14100 00	74,000 00	4440 00	-
Sharon,	35 25	9 00	15 67	5 36	600 00	-	-	-	-	-	-	-	-	-	2710 00	172 01	150 86
Stoughton,	32 07	9 47	17 51	5 82	1700 00	-	-	-	-	-	1	10.14	20	240 00	-	-	-
Walpole,	39 50	10 40	18 47	7 33	1500 00	-	-	-	-	-	-	-	-	-	-	-	-
Weymouth,	38 79	9 71	15 62	5 14	3000 00	-	-	-	-	-	2	16	22	350 00	7000 00	420 00	-
Wrentham,	28 00	6 75	15 67	5 35	2100 00	-	-	-	-	-	3	13	28	821 00	2001 71	120 10	341 86
Total,	37 88	9 83	16 75	6 43	64,989 27	168 00	1	6	25	350 00	78	702.21	27	24,148 91	118,192 34	6986 37	696 35

BRISTOL COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Attleborough,	3585	$800,684 00	24	432	790	360	635	943	11	38	52.14	83.21	136. 7	-	16	13	11
Berkley,	886	170,514 34	7	90	250	84	199	223	2	32	6.14	20.21	27. 7	-	3	3	4
Dartmouth,	4135	1,043,713 50	25	775	891	526	645	1046	7	43	104.21	97.21	202.14	1	23	14	11
Dighton,	1378	348,087 00	11	280	392	200	284	385	8	33	30. 7	38	68. 7	-	9	10	1
Easton,	2074	421,385 00	10	513	538	382	401	647	10	35	31	30.21	61.21	-	11	6	4
Fairhaven,	3951	1,547,771 30	24	957	1013	714	716	1205	12	13	125.21	107	232.21	3	23	12	13
Fall River,	6738	2,552,121 00	25	2534	2267	1294	1380	2834	-	45	130.14	116. 7	246.21	3	35	9	28
Freetown,	1772	387,783 50	11	247	398	168	281	434	8	45	28	28. 7	56. 7	1	7	7	2
Mansfield,	1382	295,270 00	8	277	330	200	265	396	7	10	24	20. 7	44. 7	-	6	3	4
New Bedford,	12,087	6,149,520 00	28	2445	2446	2024	2024	3755	20	73	168	168	336	7	51	7	51
Norton,	1545	578,670 00	9	386	442	270	309	491	6	51	25.21	31	56.21	-	9	6	3
Pawtucket,	2184	539,689 00	10	757	805	511	484	1024	15	10	39.14	53.21	93. 7	2	12	2	13
Raynham,	1329	264,412 00	7	334	375	243	316	397	8	26	21.21	18.14	40. 7	-	7	6	1
Rehoboth,	2169	482,043 00	15	370	559	252	412	494	21	56	39.14	44.21	84. 7	-	11	10	5
Seekonk,	1996	401,433 00	14	390	466	296	329	504	18	32	45	37. 7	82. 7	-	13	10	3
Somerset,	1005	231,952 00	5	87	271	60	202	244	-	27	10	19	29	-	2	5	-
Swanzey,	1484	359,889 00	10	203	359	145	279	320	6	42	16. 7	28	44. 7	-	6	9	1
Taunton,	7645	2,260,401 80	35	1720	1630	1042	1217	2512	48	123	121.21	117.21	239.14	3	30	22	12
Westport,	2820	658,355 40	20	573	683	441	520	750	10	8	81	69.14	150.14	2	18	18	2
Total,	60,165	19,493,685 84	298	13,370	14,905	9212	10,898	18,604	217	742	3.19	3.22	7.13	22	292	172	169

BRISTOL COUNTY—*Continued.*

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.	Average wages paid per mth., including value of board.	Average value of board per month.													
Attleborough,	$27 13	$7 46	$15 57	$5 23	$2109 89	$77 50	-	-	-	-	5	18.14	23	$475 00	$11,750 00	$700 00	-
Berkley,	22 50	5 17	12 43	3 28	500 00	-	-	-	-	-	4	12	20	80 00	-	-	-
Dartmouth,	23 63	6 21	13 31	4 90	2500 00	1600 00	-	-	-	-	20	54	30	845 50	-	-	-
Dighton,	26 43	8 00	14 90	6 00	1000 00	112 00	-	-	-	-	4	7.21	19	65 00	-	-	$170 24
Easton,	30 49	6 93	14 57	5 55	1500 00	-	-	-	-	-	4	9. 7	29	146 00	-	-	-
Fairhaven,	29 19	8 83	15 04	5 83	5000 00	125 00	-	-	-	-	4	47	21	1254 00	-	-	-
Fall River,	39 33	9 70	16 81	5 66	8600 00	-	-	-	-	-	12	104	22	1820 00	-	-	-
Freetown,	26 12	7 37	13 45	5 14	1000 00	-	-	-	-	-	4	15	20	170 00	-	-	-
Mansfield,	24 67	8 50	16 11	6 04	856 00	-	-	-	-	-	2	11.14	30	472 00	1000 00	50 00	-
New Bedford,	61 31	15 71	17 17	7 43	16,600 00	-	1	10	63	$2210 00	23	217.14	18	4974 18	-	-	-
Norton,	28 85	7 38	15 79	6 16	1200 00	-	1	10	37	810 00	5	12. 7	23	117 52	-	-	-
Pawtucket,	45 00	9 00	14 65	6 54	2400 00	-	-	-	-	-	3	4. 7	32	100 00	-	-	-
Raynham,	27 75	7 64	13 87	5 25	800 00	-	-	-	-	-	5	15	20	162 00	-	-	-
Rehoboth,	24 13	7 00	13 36	4 50	900 00	322 00	-	-	-	-	2	2.14	20	24 00	366 33	22 00	139 35
Seekonk,	26 70	8 20	12 71	4 46	1100 00	500 00	-	-	-	-	1	11	40	600 00	-	-	242 00
Somerset,	28 80	8 00	13 50	6 00	600 00	64 00	-	-	-	-	2	7	22	65 00	-	-	-
Swanzey,	24 75	8 00	13 00	6 00	600 00	259 50	-	-	-	-	4	12.14	22	184 00	-	-	-
Taunton,	29 51	8 02	14 16	5 28	6000 00	50 00	1	11	100	1600 00	16	100 00	22	2000 00	-	-	-
Westport,	25 86	7 25	12 61	4 50	1500 00	-	-	-	-	-	-	-	-	-	-	-	-
Total,	30 11	8 12	14 37	5 46	54,765 89	3110 00	3	31	67	4620 00	120	661	23	13,554 20	13,116 33	772 00	551 59

PLYMOUTH COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Abington,	3214	$491,876 00	14	1025	731	702	522	1159	38	52	84	38	122	2	14	5	7
Bridgewater,	2131	528,600 00	13	431	524	305	396	581	7	17	55. 7	42	97. 7	-	13	8	5
Carver,	995	192,694 00	6	270	269	192	155	319	9	34	29	18	47	-	6	4	1
Duxbury,	2798	713,667 00	13	476	525	419	409	700	15	12	62	52.14	114.14	1	12	10	3
E. Bridgewater,	1950	343,493 00	10	489	482	383	393	548	19	22	48.21	25	73.21	-	10	8	1
Halifax,	734	150,133 00	5	150	166	113	123	180	7	19	15	16	31	-	5	4	1
Hanover,	1488	321,187 00	8	359	391	261	301	440	8	12	40.14	24. 7	64.21	-	8	6	2
Hanson,	1040	234,420 00	9	285	204	217	163	297	13	8	30. 7	16	46. 7	-	9	3	3
Hingham,	3564	812,613 00	11	645	688	447	434	864	-	14	67.14	61.14	129	4	7	5	6
Hull,	231	58,124 00	1	44	39	37	34	60	6	2	6	3	9	-	1	1	-
Kingston,	1440	398,488 00	7	295	352	209	267	335	4	25	40. 7	30	70. 7	-	7	5	3
Marshfield,	1761	448,473 00	9	372	450	280	357	472	7	27	37.14	35.14	73	-	8	6	4
Middleborough,	5085	1,042,357 00	38	1054	1185	853	881	1218	18	102	146.14	125	271.14	-	37	27	12
N. Bridgewater,	2616	423,514 00	15	705	794	550	603	891	10	28	56. 7	49. 7	105.14	1	16	12	6
Pembroke,	1258	302,260 00	8	273	314	200	253	330	9	25	34	23	57	-	8	7	1
Plymouth,	5281	1,598,880 00	35	1333	1265	921	949	1522	27	18	193. 7	146. 7	339.14	4	31	11	24
Plympton,	834	174,124 00	6	194	212	149	158	216	5	21	28. 7	21. 7	49.14	-	6	4	2
Rochester,	3864	750,693 00	24	357	946	287	772	1144	17	130	39.21	70.21	110.14	-	12	18	6
Scituate,	3886	899,380 00	21	841	923	597	718	986	10	68	92	64	156	1	20	15	6
Wareham,	2002	518,290 00	13	585	640	422	512	749	10	8	51. 7	39	90. 7	-	12	7	5
W. Bridgewater,	1201	291,453 00	7	269	293	199	231	347	12	22	22.21	23.21	46.14	-	7	4	3
Total,	47,373	10,694,719 00	273	10,452	11,393	7743	8631	13,358	251	666	4. 9	3.11	7.20	13	249	170	101

PLYMOUTH COUNTY—*Continued.*

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.	Average wages paid per mth., including value of board.	Average value of board per month.													
Abington,	$36 93	$9 21	$16 47	$5 85	$3000 00	-	-	-	-	-	2	13.21	29	$634 00	-	-	-
Bridgewater,	28 75	7 75	13 51	5 26	2000 00	-	1	10	40	$180 00	13	13	20	130 00	-	-	-
Carver,	27 50	7 25	13 07	5 64	600 00	$290 50	-	-	-	-	-	-	-	-	-	-	-
Duxbury,	33 05	9 40	13 40	5 00	2100 00	-	1	10	45	800 00	2	13	26	348 00	-	-	200 00
E. Bridgewater,	29 45	7 45	14 27	5 48	1500 00	-	-	-	-	-	1	11	27	418 00	-	-	-
Halifax,	28 25	7 75	12 17	4 75	500 00	45 00	-	-	-	-	1	1.21	33	15 75	-	-	-
Hanover,	27 00	6 50	12 60	4 20	1200 00	-	1	8	30	250 00	-	-	-	-	-	-	-
Hanson,	25 97	5 97	13 06	4 14	800 00	-	-	-	-	-	-	-	-	-	-	-	-
Hingham,	33 33	13 00	15 60	8 66	3097 05	-	1	12	76	900 00	3	36	16	288 00	$9452 09	472 60	-
Hull,	29 67	9 67	11 67	5 67	200 00	-	-	-	-	-	1	2	12	10 00	-	-	-
Kingston,	35 40	9 40	15 29	6 04	1600 00	-	-	-	-	-	1	11	22	1650 00	-	-	-
Marshfield,	28 50	6 67	12 58	4 25	1300 00	-	-	-	-	-	2	2.14	14	14 80	-	-	-
Middleborough,	26 74	6 55	13 51	5 68	4000 00	793 00	1	10	60	1092 12	-	-	-	-	-	-	-
N. Bridgewater,	34 12	8 04	14 47	5 47	2000 00	-	1	10	50	800 00	3	14	39	151 00	295 60	17 73	276 20
Pembroke,	29 19	7 17	11 33	3 81	1000 00	-	-	-	-	-	2	12	22	121 00	-	-	-
Plymouth,	34 41	8 45	14 45	6 34	7000 00	548 00	-	-	-	-	9	77	18	1375 00	-	-	-
Plympton,	24 75	8 00	14 50	6 00	600 00	250 41	-	-	-	-	-	-	-	-	-	-	-
Rochester,	27 80	7 58	13 27	5 21	2000 00	142 00	-	-	-	-	23	104	25	1553 00	-	-	-
Scituate,	32 47	8 47	12 25	4 20	3000 00	-	-	-	-	-	-	-	-	-	-	-	-
Wareham,	32 28	7 57	14 91	5 94	1800 00	200 00	-	-	-	-	4	20	18	237 00	-	-	-
W. Bridgewater,	30 25	6 75	14 30	4 58	1000 00	-	-	-	-	-	1	1	40	16 00	-	-	-
Total,	30 28	8 03	13 65	5 34	40,297 05	2268 91	6	60	50	4022 12	68	332	23	6961 55	9747 69	490 33	476 20

BARNSTABLE COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Barnstable,	4301	$785,856 00	21	*307	1307	*249	914	1222	13	72	18	73.14	91.14	-	*9	*17	*10
Brewster,	1522	211,275 00	6	262	358	187	218	390	6	36	38.14	19	57.14	1	5	5	1
Chatham,	2334	285,962 00	12	474	579	319	392	616	29	86	73	34. 7	107. 7	-	12	11	1
Dennis,	2912	423,279 00	14	705	738	480	565	912	28	100	103	48	151	1	14	12	4
Eastham,	955	127,764 00	5	225	290	170	245	260	12	65	21.21	15	36.21	-	5	5	-
Falmouth,	2589	682,998 00	20	466	611	376	524	710	5	78	63.14	47	110.14	-	17	12	6
Harwich,	2930	238,932 00	16	747	958	457	630	1033	69	60	91.14	47	138.14	-	16	14	3
Orleans,	1974	173,335 00	10	453	616	327	455	539	23	91	36.21	28. 7	65	-	10	10	-
Provincetown,	2122	423,050 00	8	527	708	406	506	617	-	90	24	34	58	-	11	4	10
Sandwich,	3719	788,723 00	23	508	1090	408	873	1261	-	105	40	89	129	1	11	15	8
Truro,	1920	130,491 00	10	309	505	238	412	650	-	50	28.21	22.21	51.14	-	9	10	2
Wellfleet,	2377	159,552 00	10	538	718	407	550	700	10	83	55.14	30	85.14	-	12	10	3
Yarmouth,	2554	465,466 00	15	448	557	333	435	672	16	70	57. 7	37. 7	94.14	-	12	11	3
Total,	32,209	4,896,683 00	170	5969	9035	4357	6719	9582	211	986	3.23	3. 2	6.25	3	143	136	51

* From last year's Abstract, the Returns of the present year being defective.

BARNSTABLE COUNTY—*Continued.*

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.	Average wages paid per mth., including value of board.	Average value of board per month.													
Barnstable,	*37 56	*9 06	*14 51	*4 98	$4400 00	-	-	-	-	-	16	64	25	$800 00	-	-	-
Brewster,	30 67	8 17	10 42	4 33	800 00	$118 00	-	-	-	-	1	5	30	150 00	-	-	-
Chatham,	31 23	7 27	11 31	3 90	1200 00	600 00	1	7.14	40	$350 00	-	-	-	-	-	-	-
Dennis,	28 08	7 00	11 18	3 86	1200 00	-	-	-	-	-	15	75	40	1600 00	-	-	-
Eastham,	26 50	6 00	12 00	3 40	450 00	35 00	-	-	-	-	2	4	50	35 00	-	-	$80 00
Falmouth,	31 83	8 00	12 76	4 38	1200 00	392 22	1	8.14	65	325 00	15	32	18	425 00	-	-	320 00
Harwich,	28 53	7 82	12 87	5 71	1300 00	750 00	1	11	40	600 00	1	11	30	330 00	-	-	-
Orleans,	26 50	7 00	9 48	2 40	1100 00	-	-	-	-	-	6	11.14	32	92 50	-	-	-
Provincetown,	40 00	9 50	14 00	5 71	2000 00	-	-	-	-	-	5	18	20	450 00	-	-	-
Sandwich,	30 69	8 62	17 44	6 27	2308 33	100 00	1	12	25	360 00	17	90	16	1122 00	-	-	376 03
Truro,	26 40	6 00	9 70	3 80	875 00	-	1	12	45	540 00	-	-	-	-	-	-	-
Wellfleet,	35 90	8 10	13 77	5 18	1000 00	480 00	-	-	-	-	1	3	30	72 00	$1333 34	$80 00	-
Yarmouth,	29 36	8 27	12 77	5 00	1500 00	150 00	1	5.14	20	70 00	8	33	23	1100 00	-	-	-
Total,	31 02	7 75	12 48	4 53	19,333 33	2625 22	6	56.14	39	2245 00	87	346.14	25	6176 50	1333 34	80 00	776 03

* From last year's Abstract, the Returns of the present year being defective.

DUKES COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Chilmark,	702	$269,123 00	4	-	151	-	110	151	3	24	-	14	14	-	-	3	1
Edgartown,	1736	480,607 00	8	329	175	215	109	446	3	13	32.21	15	47.21	1	9	3	2
Tisbury,	1520	330,613 00	7	204	289	163	186	496	-	4	20	16. 7	36. 7	-	6	5	1
Total,	3958	1,107,343 00	19	533	615	378	405	1093	6	41	2.22	2.11	5. 5	1	15	11	4

NANTUCKET COUNTY.

Nantucket,	9012	$6,074,374 00	15	1416	1383	1003	1027	1794	-	33	88 av. 5.24	84 av. 5.17	172 av. 11.13	5	26	5	25

DUKES COUNTY—*Continued.*

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.	Average wages paid per mth., including value of board.	Average value of board per month.													
Chilmark,	$31 00	$7 67	$12 00	$4 00	$400 00	-	-	-	-	-	3	8	16	$38 88	-	-	-
Edgartown,	24 16	7 33	13 60	4 70	1200 00	-	-	-	-	-	7	48.21	19	821 00	-	-	-
Tisbury,	33 60	7 80	12 57	5 57	900 00	-	1	-	-	-	9	29	20	410 00	-	-	-
Total,	29 59	7 60	12 72	4 76	2500 00	-	1	-	-	-	19	85.21	19	1269 88	-	-	-

NANTUCKET COUNTY—*Continued.*

Nantucket,	$60 00	$18 40	$16 75	$10 46	$9267 06	-	1	-	-	-	17	204	21	$6290 00	-	-	-

RECAPITULATION.

COUNTIES.	Number of towns which have made returns.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the counties.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Average length of the Schools.	No. of Teachers, including Summer and Winter terms.		Males.	
					In Summer.	In Winter.	In Summer.	In Winter.				Mos. Days.	Males.	Females.	Average wages paid per mth., including value of board.	Average value of board per month.
Suffolk,	3	95,773	$110,000,000 00	212	20,870	20,815	15,831	15,738	23,257	-	109	11.27	132	582	$67 83	$14 00
Essex,	29	94,987	31,110,204 00	367	21,790	21,467	16,706	16,206	29,393	217	885	9.22	264	554	33 74	9 08
Middlesex,	48	106,611	37,592,082 00	508	31,620	33,141	21,053	22,890	33,063	544	1664	8. 6	347	820	36 51	9 77
Worcester,	57	95,313	29,804,316 00	623	22,614	27,834	17,337	21,899	29,032	764	2478	5.23	414	851	27 92	7 29
Hampshire,	23	30,897	7,298,351 00	226	6,582	7,848	5,112	6,258	8,549	196	433	6.15	128	318	22 73	6 19
Hampden,	18	37,366	10,188,423 71	249	9,186	10,464	6,129	7,410	11,016	214	559	6.22	136	390	23 76	7 05
Franklin,	26	28,812	6,548,694 00	260	6,444	8,136	5,140	6,571	8,325	234	702	5.25	118	384	22 89	6 04
Berkshire,	31	41,680	9,546,926 76	283	9,351	10,346	6,318	7,294	12,132	276	611	7.12	186	359	22 00	6 81
Norfolk,	22	53,140	15,522,527 00	246	13,442	14,330	10,183	11,021	16,728	196	543	8.24	163	404	37 88	9 83
Bristol,	19	60,165	19,493,685 84	298	13,370	14,905	9,212	10,898	18,604	217	742	7.13	194	461	30 11	8 12
Plymouth,	21	47,373	10,694,719 00	273	10,452	11,393	7,743	8,631	13,358	251	666	7.20	183	350	30 28	8 03
Barnstable,	13	32,209	4,896,683 00	170	5,969	9,035	4,357	6,719	9,582	211	986	6.25	139	194	31 02	7 75
Dukes County,	3	3,958	1,107,343 00	19	553	615	378	405	1,093	6	41	5. 5	12	19	29 59	7 60
Nantucket,	1	9,012	6,074,374 00	15	1,416	1,383	1,003	1,027	1,794	-	33	11.13	10	51	60 00	18 40
Total,	315	737,700	299,878,329 31	3749	173,659	191,712	126,502	142,967	215,926	3326	10,452	7.24	2426	5737	34 02	9 00

RECAPITULATION—*Continued.*

COUNTIES.	FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.													
Suffolk,	$20 53	$8 58	$240,050 00	-	-	-	-	-	90	1080	2700	$100,000 00	$8,000 00	$450 00	-
Essex,	13 20	5 62	87,821 75	$52 00	10	97.14	771	$12,913 50	156	1168	4047	25,222 15	70,285 00	4063 10	1226 13
Middlesex,	15 33	6 43	143,183 27	204 01	11	109.14	597	13,095 00	112	702. 7	2674	18,551 46	21,555 00	1394 40	322 64
Worcester,	13 54	5 56	75,682 46	744 51	5	46	256	4,060 00	118	381.14	4096	15,317 72	16,340 63	959 38	223 49
Hampshire,	12 57	5 59	20,484 00	4378 25	6	56.14	595	8,475 00	40	116.21	1395	3,539 13	5,562 54	333 75	420 04
Hampden,	12 59	5 64	30,902 00	6108 00	3	32. 7	413	5,074 50	47	218	1057	5,378 00	54,170 18	3789 99	246 70
Franklin,	12 00	5 04	17,911 28	5169 31	6	56.21	198	2,882 64	39	108.14	908	2,227 79	7,185 89	485 21	119 00
Berkshire,	12 15	5 62	23,389 97	10,453 43	5	50	251	3,957 21	56	273.14	1394	12,143 50	29,131 24	1779 90	425 19
Norfolk,	16 75	6 43	64,989 27	168 00	1	6	25	350 00	78	702.21	2072	24,148 91	118,192 34	6986 37	696 35
Bristol,	14 37	5 46	54,765 89	3110 00	3	31	200	4,620 00	120	661	2764	13,554 20	13,116 33	772 00	551 59
Plymouth,	13 65	5 34	40,297 05	2268 91	6	60	301	4,022 12	68	332	1550	6,961 55	9,747 69	490 33	476 20
Barnstable,	12 48	4 53	19,333 33	2625 22	6	56.14	235	2,245 00	87	346.14	2208	6,176 50	1,333 34	80 00	776 03
Dukes County,	12 72	4 76	2,500 00	-	1	-	-	-	19	85.21	361	1,269 88	-	-	-
Nantucket,	16 75	10 46	9,267 06	-	1	-	-	-	17	204	357	6,290 00	-	-	-
Total,	14 19	6 07	830,577 33	35,281 64	64	602	3864	61,694 97	1047	6380.14	27,583	240,780 79	354,620 18	21,584 43	5483 36

A GRADUATED TABLE, &c.

In preparing the following Table, the Income of the Surplus Revenue, whenever appropriated for the support of the Public Schools, has been added to the amount of money granted by the town and raised by a direct tax;—the former being as really a contribution as the latter, for the education of the children, and, like the latter, being expended for the benefit of all.

The amount voluntarily contributed for board and fuel is not included in the estimate. The considerations pertaining to this item fall under a different head. These contributions depend upon the will of the inhabitants of the several districts; and, of course, they fluctuate with that will. While, in some districts, much may be contributed,—in others, there will be little; and, in others, nothing. So, too, these contributions vary greatly, from year to year, in the same district. Now, as it is obvious that the only *sure* and *permanent* reliance of *all* the children in the town, for an education, is upon the town appropriations, it follows, that those modes of sustaining the schools which do not combine *permanence* and *universality of advantages*, are greatly inferior in value. Still, however, such voluntary contributions modify the town's apparent liberality; and they are therefore exhibited in the Table. They show what amount of money was expended, *in the town*, for Public Schools; but they do not show whether the children of all, or of only a few of the districts, participated in its benefits.

Neither is the Income from Local Funds included in the estimate. These are usually the proceeds of donations which were not made for the purpose of relieving the towns from a pecuniary burden, but for the purpose of increasing the educational advantages of the children;—not to be subtracted from, but added to, what the towns would otherwise grant. No mention, therefore, is made, in this connection, of the Income from Local Funds.

Against the name of each town, at its left hand, is set, not only the No. which indicates its relative liberality, as compared with other towns in the State, in raising money for the support of schools *for the year* 1848–9, but also the No. which indicated its relative standing for the preceding year,—that of 1847–8. It may thus be seen at a glance, in regard to any town, whether it has risen or fallen in the scale of merit, since the last year. For instance, Boston, which was No. 2, last year, is No. 1, this year; and Brookline, which was No. 1, last year, is No. 2, this year; and so of the rest.

A GRADUATED TABLE,

Showing the Comparative Amount of money appropriated, by the different towns in the State, for the education of each child in the town between the ages of 4 *and* 16 *years.*

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
2	1	BOSTON,	$10 65.3	$232,800 00	-	-	21,853	-
1	2	Brookline,	7 39	3,200 00	-	-	433	-
19	3	Charlestown,	6 79	24,955 00	-	-	3675	-
3	4	Somerville,	6 46.8	3,519 00	-	-	544	-
15	5	W. Cambridge,	6 26.9	2,683 00	-	-	428	-
26	6	Lexington,	6 12.7	2,500 00	-	-	408	-
25	7	Boxborough,	5 97	400 00	-	-	67	-
4	8	Dedham,	5 71.4	5,000 00	-	-	875	-
14	9	North Chelsea,	5 68.2	1,000 00	-	-	176	-
16	10	Cambridge,	5 49.7	18,249 53	-	-	3320	-
11	11	Brighton,	5 44.4	2,700 00	-	-	496	-
13	12	Roxbury,	5 43.8	19,877 27	-	-	3655	-
23	13	Dorchester,	5 42.6	9,002 00	-	-	1659	-
9	14	Concord,	5 37.6	2,500 00	-	-	465	-
5	15	Medford,	5 17.2	3,600 00	-	-	696	-
8	16	Nantucket,	5 16.6	9,267 06	-	-	1794	-
6	17	Chelsea,	5 09	6,250 00	-	-	1228	-
7	18	Watertown,	4 96.5	2,800 00	-	-	564	-
10	19	Lowell,	4 82.6	30,492 62	-	-	6318	-
30	20	Kingston,	4 77.6	1,600 00	-	-	335	-
20	21	Dover,	4 69.2	500 00	$63 00	$563 00	120	-
17	22	New Braintree,	4 67.8	800 00	-	-	171	-
31	23	Plymouth,	4 59.9	7,000 00	-	-	1522	$548 00
24	24	Waltham,	4 54	3,500 00	-	-	771	-
49	25	Springfield,	4 48.7	9,630 00	-	-	2146	-
29	26	New Bedford,	4 42	16,600 00	-	-	3755	-
	27	Chicopee,*	4 35.8	7,400 00	-	-	1698	-
12	28	Milton,	4 35.7	2,000 00	-	-	459	-
27	29	Salem,	4 28.2	18,613 75	-	-	4347	-
32	30	Newburyport,	4 20.9	8,300 00	-	-	1972	-
38	31	Fairhaven,	4 14.9	5,000 00	-	-	1205	125 00
18	32	Worcester,	4 13.8	13,300 00	-	-	3214	50 00
21	33	Weston,	4 10.2	1,050 00	-	-	256	-
40	34	Hatfield,	4 03.6	750 00	113 75	863 75	214	-
48	35	Carlisle,	4 03.2	500 00	-	-	124	-
22	36	South Reading,	4 02.2	1,850 00	-	-	460	-
37	37	Littleton,	4 01.7	900 00	-	-	224	-
87	38	Lancaster,	3 99	3,200 00	-	-	802	-
39	39	Northampton,	3 89.8	4,600 00	-	-	1180	150 00
35	40	Billerica,	3 88.6	1,500 00	-	-	386	-
46	41	Malden,	3 82.2	3,000 00	-	-	785	-
51	42	Bolton,	3 76.4	1,091 65	-	-	290	-
53	43	Montgomery,	3 75	300 00	-	-	80	181 00
34	44	Sherburne,	3 74.5	925 00	-	-	247	-

* A newly-incorporated town.

For 1847-48.	For 1848 49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
78	45	Longmeadow,	$3 73.1	$1250 00	-	-	335	$142 00
61	46	Tyngsborough,	3 67	800 00	-	-	218	43 67
47	47	Paxton,	3 61.4	600 00	-	-	166	-
83	48	Barnstable,	3 60.1	4400 00	-	-	1222	-
103	49	Dunstable,	3 59.7	500 00	-	-	139	30 00
50	50	Hingham,	3 58.4	3097 05	-	-	864	-
99	51	Harvard,	3 52.8	1400 00	$36 00	$1436 00	407	-
64	52	Walpole,	3 52.1	1500 00	-	-	426	-
149	53	Newton,	3 49	4000 00	-	-	1146	-
100	54	Essex,	3 48.5	1300 00	-	-	373	-
55	55	Lawrence,	3 44.4	3750 00	-	-	1089	-
88	56	Bridgewater,	3 44.2	2000 00	-	-	581	-
36	57	Wayland,	3 37.1	900 00	-	-	267	-
54	58	Hull,	3 33.3	200 00	-	-	60	-
117	59	Haverhill,	3 33.2	4000 00	521 16	4521 16	1357	-
52	60	Danvers,	3 30.4	5451 00	553 20	6004 20	1817	-
28	61	Duxbury,	3 28.6	2100 00	200 00	2300 00	700	-
62	62	Middleborough,	3 28.4	4000 00	-	-	1218	793 00
43	63	Bedford,	3 26.5	800 00	-	-	245	-
113	64	Boxford,	3 25.5	700 00	61 77	761 77	234	-
82	65	Shirley,	3 23.7	780 00	-	-	241	-
57	66	Provincetown,	3 22.5	2000 00	-	-	617	-
135	67	Ashby,	3 22	900 00	50 00	950 00	295	-
93	68	Lynn,	3 21.9	10000 00	-	-	3107	-
41	69	Heath,	3 21.4	810 00	-	-	252	310 00
	70	W. Brookfield,*	3 21.4	900 00	-	-	280	40 00
44	71	Woburn,	3 16.8	3000 00	-	-	947	-
84	72	Harwich,	3 15.8	1200 00	-	-	380	-
59	73	Framingham,	3 13.1	3000 00	-	-	958	-
45	74	Sunderland,	3 12.5	650 00	-	-	208	40 00
75	75	Sharon,	3 07.7	600 00	150 86	750 86	244	-
74	76	Methuen,	3 07.7	1600 00	-	-	520	10 00
91	77	Acton,	3 07.7	1000 00	-	-	325	-
66	78	Reading,	3 05.8	2000 00	-	-	654	-
60	79	Cohasset,	3 04.6	1200 00	-	-	394	-
89	80	Bellingham,	3 04.4	800 00	140 63	940 63	309	18 00
72	81	Scituate,	3 04.3	3000 00	-	-	986	-
42	82	Dighton,	3 03.9	1000 00	170 24	1170 24	385	112 00
102	83	Fall River,	3 03.5	8600 00	-	-	2834	-
80	84	Pembroke,	3 03	1000 00	-	-	330	-
124	85	Ludlow,	3 01.6	950 00	-	-	315	250 00
69	86	Wrentham,	3 01.1	2100 00	341 86	2441 86	811	-
81	87	Petersham,	3 00	1200 00	-	-	400	54 25
155	88	Saugus,	3 00	1083 00	-	-	361	-
233	89	Deerfield,	3 00	1563 00	-	-	521	241 00
63	90	Quincy,	2 99.6	3400 00	-	-	1135	-
70	91	Tewksbury,	2 97.9	700 00	-	-	235	-
77	92	Stoneham,	2 97.3	1100 00	-	-	370	-
76	93	Chelmsford,	2 97	1500 00	-	-	505	-
65	94	Wilmington,	2 94.8	625 00	-	-	212	-
85	95	Canton,	2 94.1	1600 00	-	-	544	150 00
154	96	Sterling,	2 91.4	1300 00	-	-	446	-
201	97	Royalston,	2 89.8	1200 00	-	-	414	15 00
177	98	Westborough,	2 88.5	1200 00	-	-	416	-
152	99	W. Bridgewat'r,	2 88.2	1000 00	-	-	347	-

* A newly-incorporated town.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
56	100	Burlington,	$2 87.1	$300 00	$58 93	$358 93	125	-
67	101	Medway,	2 85.7	1500 00	-	-	525	-
143	102	Lynnfield,	2 85.7	600 00	-	-	210	-
156	103	Amesbury,	2 85.3	2000 00	-	-	701	-
79	104	Foxborough,	2 85	1200 00	-	-	421	-
284	105	Erving,	2 83.2	250 00	53 00	303 00	107	-
71	106	Braintree,	2 82.1	2000 00	-	-	709	-
97	107	Southborough,	2 81.7	800 00	-	-	284	-
146	108	Brimfield,	2 81.7	1200 00	-	-	426	$156 00
33	109	Lincoln,	2 78	570 00	-	-	205	-
110	110	Halifax,	2 77.8	500 00	-	-	180	45 00
144	111	Plympton,	2 77.8	600 00	-	-	216	250 41
168	112	Winchendon,	2 77.3	1500 00	-	-	541	-
115	113	Marshfield,	2 75.4	1300 00	-	-	472	-
104	114	Lunenburg,	2 75.2	900 00	-	-	327	-
132	115	Phillipston,	2 75.2	600 00	-	-	218	-
185	116	E. Bridgewater,	2 73.7	1500 00	-	-	548	-
171	117	Hanover,	2 72.7	1200 00	-	-	440	-
94	118	N. Brookfield,	2 72.1	1200 00	-	-	441	-
90	119	Barre,	2 71.1	1800 00	-	-	664	50 00
179	120	Leicester,	2 70.4	1460 00	-	-	540	-
106	121	Westhampton,	2 69.5	450 00	-	-	167	300 00
158	122	Hanson,	2 69.4	800 00	-	-	297	-
73	123	Dracut,	2 69.2	1544 12	213 71	1757 83	653	75 00
119	124	Edgartown,	2 69.1	1200 00	-	-	446	-
304	125	Monroe,	2 68.6	209 53	-	-	78	92 50
105	126	Granby,	2 67.3	850 00	-	-	318	75 00
58	127	South Hadley,	2 66.7	1000 00	-	-	375	131 50
169	128	Seekonk,	2 66.3	1100 00	242 00	1342 00	504	500 00
166	129	Chilmark,	2 64.9	400 00	-	-	151	-
134	130	Marblehead,	2 64.6	4000 00	-	-	1512	-
151	131	Rowe,	2 64.5	500 00	-	-	189	83 00
123	132	Newbury,	2 63.2	2700 00	-	-	1026	-
182	133	Abington,	2 58.8	3000 00	-	-	1159	-
170	134	Ipswich,	2 58.5	1900 00	-	-	735	18 00
116	135	Hadley,	2 58.5	1300 00	-	-	503	30 00
174	136	Weymouth,	2 58.4	3000 00	-	-	1161	-
108	137	Charlton,	2 58	1200 00	-	-	465	160 70
101	138	Ashland,	2 58	800 00	-	-	310	-
125	139	Needham,	2 56.9	1110 00	-	-	432	-
68	140	Greenfield,	2 56.4	1500 00	-	-	585	250 00
163	141	N. Bridgewater,	2 55.5	2000 00	276 20	2276 20	891	-
120	142	Stow,	2 54.5	700 00	-	-	275	-
131	143	Warren,	2 53.8	1000 00	-	-	394	52 00
98	144	Douglas,	2 53.7	1200 00	-	-	473	-
145	145	Wales,	2 53.1	400 00	-	-	158	46 25
160	146	Northfield,	2 52.6	1000 00	66 00	1066 00	422	150 00
118	147	Warwick,	2 51.8	700 00	-	-	278	25 00
109	148	Franklin,	2 50	1200 00	-	-	480	-
133	149	Westford,	2 49.4	1000 00	-	-	401	-
206	150	Medfield,	2 48.8	500 00	-	-	201	-
122	151	Middlefield,	2 48.7	490 00	-	-	197	448 00
265	152	Tolland,	2 47.7	322 00	-	-	130	78 00
130	153	Enfield,	2 47.3	700 00	-	-	283	-
138	154	Sheffield,	2 46.7	1875 00	-	-	760	500 00

For 1847-48.	For 1848-49	TOWNS	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
159	155	Somerset,	$2 45.9	$600 00	-	-	244	$64 00
225	156	Princeton,	2 45.7	1000 00	-	-	407	-
192	157	Oakham,	2 45.6	700 00	-	-	285	20 00
173	158	Auburn,	2 45.1	500 00	-	-	204	-
197	159	Hamilton,	2 45.1	500 00	-	-	204	-
127	160	Norton,	2 44.4	1200 00	-	-	491	-
167	161	West Newbury,	2 44.4	1100 00	-	-	450	-
263	162	Ashburnham,	2 44.4	1200 00	-	-	491	-
157	163	Manchester,	2 42 7	1000 00	-	-	412	-
129	164	Pepperell,	2 41.5	1000 00	-	-	414	-
148	165	Middleton,	2 41.5	500 00	-	-	207	-
266	166	Wareham,	2 40.3	1800 00	-	-	749	200 00
137	167	Oxford,	2 40.1	1400 00	-	-	583	12 00
111	168	Mendon,	2 40.1	600 00	127 49	727 49	303	-
147	169	Holliston,	2 40	1200 00	-	-	500	-
194	170	Pittsfield,	2 39.9	2800 00	-	-	1167	226 00
208	171	Salisbury,	2 39.8	1700 00	-	-	709	-
176	172	Plainfield,	2 39.6	520 00	-	-	217	241 50
178	173	Dartmouth,	2 39	2500 00	-	-	1046	1600 00
165	174	Whately,	2 39	650 00	-	-	272	86 00
228	175	Taunton,	2 38.9	6000 00	-	-	2512	50 00
150	176	Northborough,	2 38	800 00	-	-	336	-
230	177	Southampton,	2 35.5	500 00	159 31	659 31	280	-
141	178	Groton,	2 35.3	1600 00	-	-	680	-
126	179	Brookfield,	2 35	900 00	-	-	383	33 00
140	180	Pawtucket,	2 34.4	2400 00	-	-	1024	-
95	181	Greenwich,	2 33.6	500 00	-	-	214	45 00
187	182	Shelburne,	2 33.2	800 00	-	-	343	321 50
142	183	Rutland,	2 33.2	800 00	-	-	343	12 06
153	184	Webster,	2 33	1200 00	-	-	515	-
299	185	Mt. Washington	2 32.6	267 47	-	-	115	123 00
181	186	Gloucester,	2 32.4	4500 00	-	-	1936	-
253	187	Hubbardston,	2 32.1	1200 00	-	-	517	-
258	188	Easton,	2 31.8	1500 00	-	-	647	-
86	189	Dudley,	2 31.2	800 00	-	-	346	80 00
234	190	West Boylston,	2 30.8	900 00	-	-	390	-
180	191	Freetown,	2 30.4	1000 00	-	-	434	-
204	192	Monson,	2 30.3	1200 00	-	-	521	487 75
162	193	Rowley,	2 29.4	500 00	-	-	218	-
214	194	Hopkinton,	2 28.5	1200 00	-	-	525	-
191	195	Fitchburg,	2 27.7	2400 00	-	-	1054	-
188	196	Stoughton,	2 26.3	1700 00	-	-	751	-
164	197	Goshen,	2 25.5	300 00	-	-	133	100 00
136	198	Shrewsbury,	2 25	900 00	-	-	400	-
139	199	Montague,	2 25	852 75	-	-	379	190 00
237	200	Adams,	2 25	3543 75	-	-	1575	510 75
223	201	Berkley,	2 24.2	500 00	-	-	223	-
193	202	Attleborough,	2 23.7	2109 89	-	-	943	77 50
96	203	Russell,	2 23.2	250 00	-	-	112	175 00
190	204	Yarmouth,	2 23.2	1500 00	-	-	672	150 00
184	205	Uxbridge,	2 23	1200 00	-	-	538	-
207	206	Topsfield,	2 23	600 00	-	-	269	24 00
222	207	Peru,	2 22.2	300 00	-	-	135	325 00
306	208	Rockport,	2 22.2	2000 00	-	-	900	-
175	209	Beverly,	2 21.2	3000 00	-	-	1356	-

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
256	210	Cummington,	$2 20.3	$824 00	-	-	374	$443 00
211	211	Westminster,	2 19.8	1200 00	-	-	546	22 00
161	212	Athol,	2 19	1200 00	-	-	548	15 00
296	213	Sandisfield,	2 16.2	800 00	-	-	370	630 00
232	214	Mansfield,	2 16.2	856 00	-	-	396	-
262	215	Westfield,	2 14.6	2000 00	-	-	932	154 00
287	216	Cheshire,	2 14.3	600 00	-	-	280	400 00
199	217	Amherst,	2 14.3	1500 00	-	-	700	18 00
189	218	Falmouth,	2 14.1	1200 00	320 00	1520 00	710	392 22
251	219	Wilbraham,	2 13.9	900 00	246 70	1146 70	536	606 50
195	220	Becket,	2 13.5	600 00	-	-	281	580 00
249	221	Egremont,	2 13.4	525 00	-	-	246	301 50
121	222	New Salem,	2 12.9	800 00	-	-	371	110 31
186	223	Sandwich,	2 12.9	2308 33	376 03	2684 36	1261	100 00
209	224	Townsend,	2 11.9	1000 00	-	-	472	55 34
212	225	Georgetown,	2 11.2	1000 00	90 00	1090 00	516	-
183	226	Milford,	2 10.8	1400 00	-	-	664	-
235	227	Rehoboth,	2 10.4	900 00	139 35	1039 35	494	322 00
196	228	Upton,	2 10.3	900 00	-	-	428	-
294	229	Buckland,	2 09.8	600 00	-	-	286	35 00
205	230	Northbridge,	2 08.7	1000 00	-	-	479	-
257	231	Natick,	2 08.3	1000 00	-	-	480	-
246	232	Worthington,	2 08	500 00	146 98	646 98	311	549 75
218	233	Easthampton,	2 06.4	450 00	-	-	218	397 00
219	234	Lenox,	2 05.9	700 00	-	-	340	617 00
238	235	Monterey,	2 05.4	325 00	67 41	392 41	191	407 25
281	236	Brewster,	2 05.1	800 00	-	-	390	118 00
220	237	Berlin,	2 04.1	500 00	-	-	245	
260	238	Orleans,	2 04.1	1100 00	-	-	539	-
236	239	Gardner,	2 04	800 00	-	-	392	-
227	240	Blackstone,	2 04	1787 00	-	-	876	-
226	241	Eastham,	2 03.8	450 00	80 00	530 00	260	35 00
224	242	Randolph,	2 03.3	2000 00	-	-	984	-
243	243	Marlborough,	2 02.2	1300 00	-	-	643	-
288	244	New Marlboro',	2 02	700 00	204 78	904 78	448	644 00
172	245	Leominster,	2 01.7	1200 00	-	-	595	-
247	246	Raynham,	2 01.5	800 00	-	-	397	-
202	247	Spencer,	2 01.2	1000 00	-	-	497	-
217	248	Belchertown,	2 00.9	1400 00	-	-	697	279 00
128	249	Holland,	2 00	200 00	-	-	100	94 00
295	250	Leverett,	2 00	496 00	-	-	248	197 50
114	251	Westport,	2 00	1500 00	-	-	750	-
213	252	Grafton,	1 99.9	1793 81	60 00	1853 81	927	-
215	253	Bradford,	1 99.2	1424 00	-	-	715	-
261	254	Holden,	1 98.8	1000 00	-	-	503	-
239	255	Charlemont,	1 98	600 00	-	-	303	225 00
200	256	Ware,	1 97.8	1600 00	-	-	809	39 00
312	257	Williamstown,	1 97.4	1500 00	-	-	760	-
277	258	Stockbridge,	1 96.1	1000 00	-	-	510	201 00
267	259	Conway,	1 95.8	830 00	-	-	424	573 00
282	260	Chatham,	1 94.8	1200 00	-	-	616	600 00
203	261	Alford,	1 92.3	250 00	-	-	130	203 20
242	262	Templeton,	1 92.3	1000 00	-	-	520	-
269	263	Otis,	1 90.3	550 00	-	-	289	517 00

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
245	264	Millbury,	$1 90.3	$1250 00	-	-	657	-
221	265	Sudbury,	1 90.2	740 00	-	-	389	-
279	266	Lanesborough,	1 88.6	600 00	-	-	318	$510 00
229	267	Andover,	1 88.2	3500 00	-	-	1860	-
298	268	Carver,	1 88.1	600 00	-	-	319	290 50
216	269	Swanzey,	1 87.5	600 00	-	-	320	259 50
301	270	Florida,	1 87.5	300 00	-	-	160	146 00
270	271	Shutesbury,	1 87.3	500 00	-	-	267	40 50
198	272	Boylston,	1 87.3	500 00	-	-	267	10 50
255	273	Dana,	1 86	400 00	-	-	215	50 00
240	274	Williamsburg,	1 84.7	700 00	-	-	379	311 00
112	275	Sutton,	1 82.8	1000 00	-	-	547	-
273	276	Chesterfield,	1 82.5	500 00	-	-	274	308 50
254	277	Gill,	1 82.2	400 00	-	-	219	222 00
107	278	Chester,	1 81.8	800 00	-	-	440	703 00
244	279	Dalton,	1 81.8	500 00	-	-	275	328 00
250	280	Tisbury,	1 81.5	900 00	-	-	496	-
292	281	Wendell,	1 81	400 00	-	-	221	55 00
259	282	Coleraine,	1 79.5	1000 00	-	-	557	714 00
241	283	Wenham,	1 78.6	500 00	-	-	280	-
276	284	Bernardston,	1 78.6	500 00	-	-	280	351 00
283	285	Southbridge,	1 78.3	1200 00	-	-	673	-
248	286	Windsor,	1 77.8	400 00	-	-	225	90 00
290	287	Washington,	1 76.5	450 00	-	-	255	407 00
272	288	Orange,	1 75.4	800 00	-	-	456	-
289	289	Rochester,	1 74.3	2000 00	-	-	1144	142 00
264	290	Sturbridge,	1 72.4	1000 00	-	-	580	68 00
293	291	Granville,	1 71.9	600 00	-	-	349	365 00
210	292	Prescott,	1 69.1	350 00	-	-	207	140 00
268	293	Lee,	1 67.4	1180 00		-	705	400 00
278	294	Hawley,	1 67.2	500 00	-	-	299	160 00
280	295	Richmond,	1 66.6	300 00	-	-	180	357 01
285	296	Tyringham,	1 64.8	300 00	-	-	182	139 00
274	297	Hinsdale,	1 56.2	500 00	-	-	320	415 00
308	298	Clarksburg,	1 55	200 00	-	-	129	170 00
291	299	Blandford,	1 51.9	600 00	-	-	395	685 00
286	300	Leyden,	1 50	300 00	-	-	200	247 00
271	301	W. Springfield,	1 48	1700 00	-	-	1149	1200 50
92	302	New Ashford,	1 47	75 00	-	-	51	61 00
302	303	Palmer,	1 43.2	1200 00	-	-	838	183 00
303	304	Wellfleet,	1 42.9	1000 00	-	-	700	480 00
252	305	Norwich,	1 40.8	300 00	-	-	213	250 00
297	306	Pelham,	1 39.8	400 00	-	-	286	122 00
307	307	Gt. Barrington,	1 38.5	1100 00	-	-	794	350 00
300	308	Truro,	1 36.1	875 00	-	-	650	-
305	309	Dennis,	1 31.6	1200 00	-	-	912	-
231	310	W.Stockbridge,	1 29.8	500 00	153 00	653 00	426	373 44
310	311	Hancock,	1 27.1	300 00	-	-	236	371 28
309	312	Harwich,	1 25.8	1300 00	-	-	1033	750 00
275	313	Ashfield,	1 25	700 00	-	-	560	450 00
311	314	Savoy,	1 25	348 75	-	-	279	150 00
313		Southwick,*			-	-	*356	*551 50

* No Returns. From last year's Abstract.

GRADUATED TABLES,

Showing the Comparative Amount of money appropriated by the different towns in each of the Counties in the State, for the education of each child in the town, between the ages of 4 and 16 years.

SUFFOLK COUNTY.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	BOSTON,	$10 65.3	$232,800 00	-	-	21,853	-
3	2	North Chelsea,	5 68.2	1,000 00	-	-	176	-
2	3	Chelsea,	5 09	6,250 00	-	-	1228	-

ESSEX COUNTY.

1	1	SALEM,	4 28.2	18,613 75	-	-	4347	-
2	2	Newburyport,	4 20.9	8300 00	-	-	1972	-
7	3	Essex,	3 48.5	1300 00	-	-	373	-
4	4	Lawrence,	3 44.4	3750 00	-	-	1089	-
9	5	Haverhill,	3 33.2	4000 00	521 16	4521 16	1357	-
3	6	Danvers,	3 30.4	5451 00	553 20	6004 20	1817	-
8	7	Boxford,	3 25.5	700 00	61 77	761 77	234	-
6	8	Lynn,	3 21.9	10,000 00	-	-	3107	-
5	9	Methuen,	3 07.7	1600 00	-	-	520	10 00
14	10	Saugus,	3 00	1083 00	-	-	361	-
12	11	Lynnfield,	2 85.7	600 00	-	-	210	-
16	12	Amesbury,	2 85.3	2000 00	-	-	701	-
11	13	Marblehead,	2 64.6	4000 00	-	-	1512	-
10	14	Newbury,	2 63.2	2700 00	-	-	1026	-
19	15	Ipswich,	2 58.5	1900 00	-	-	735	18 00
22	16	Hamilton,	2 45.1	500 00	-	-	204	-
18	17	West Newbury,	2 44.4	1100 00	-	-	450	-
15	18	Manchester,	2 42.7	1000 00	-	-	412	-
13	19	Middleton,	2 41.5	500 00	-	-	207	-
24	20	Salisbury,	2 39.8	1700 00	-	-	709	-
21	21	Gloucester,	2 32.4	4500 00	-	-	1936	-
17	22	Rowley,	2 29.4	500 00	-	-	218	-
23	23	Topsfield,	2 23	600 00	-	-	269	24 00
29	24	Rockport,	2 22.2	2000 00	-	-	900	-
20	25	Beverly,	2 21.2	3000 00	-	-	1356	-
25	26	Georgetown,	2 11.2	1000 00	90 00	1090 00	516	-
26	27	Bradford,	1 99.2	1424 00	-	-	715	-
27	28	Andover,	1 88.2	3500 00	-	-	1860	-
28	29	Wenham,	1 78.6	500 00	-	-	280	-

MIDDLESEX COUNTY.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
9	1	CHARLESTOWN	$6 79	$24,955 00	-	-	3675	-
1	2	Somerville,	6 46.8	3519 00	-	-	544	-
7	3	West Cambridge,	6 26.9	2683 00	-	-	428	-
14	4	Lexington,	6 12.7	2500 00	-	-	408	-
13	5	Boxborough,	5 97	400 00	-	-	67	-
8	6	Cambridge,	5 49.7	18,249 53	-	-	3320	-
6	7	Brighton,	5 44.4	2700 00	-	-	496	-
4	8	Concord,	5 37.6	2500 00	-	-	465	-
2	9	Medford,	5 17.2	3600 00	-	-	696	-
3	10	Watertown,	4 96.5	2800 00	-	-	564	-
5	11	Lowell,	4 82.6	30,492 62	-	-	6318	-
12	12	Waltham,	4 54	3500 00	-	-	771	-
10	13	Weston,	4 10.2	1050 00	-	-	256	-
23	14	Carlisle,	4 03.2	500 00	-	-	124	-
11	15	South Reading,	4 02.2	1850 00	-	-	460	-
19	16	Littleton,	4 01.7	900 00	-	-	224	-
17	17	Billerica,	3 88.6	1500 00	-	-	386	-
22	18	Malden,	3 82.2	3000 00	-	-	785	-
16	19	Sherburne,	3 74.5	925 00	-	-	247	-
26	20	Tyngsborough,	3 67	800 00	-	-	218	$43 67
36	21	Dunstable,	3 59.7	500 00	-	-	139	30 00
43	22	Newton,	3 49	4000 00	-	-	1146	-
18	23	Wayland,	3 37.1	900 00	-	-	267	-
20	24	Bedford,	3 26.5	800 00	-	-	245	-
33	25	Shirley,	3 23.7	780 00	-	-	241	-
40	26	Ashby,	3 22	900 00	$50 00	$950 00	295	-
21	27	Woburn,	3 16.8	3000 00	-	-	947	-
25	28	Framingham,	3 13.1	3000 00	-	-	958	-
34	29	Acton,	3 07.7	1000 00	-	-	325	-
28	30	Reading,	3 05.8	2000 00	-	-	654	-
29	31	Tewksbury,	2 97.9	700 00	-	-	235	-
32	32	Stoneham,	2 97.3	1100 00	-	-	370	-
31	33	Chelmsford,	2 97	1500 00	-	-	505	-
27	34	Wilmington,	2 94.8	625 00	-	-	212	-
24	35	Burlington,	2 87.1	300 00	58 93	358 93	125	-
15	36	Lincoln,	2 78	570 00	-	-	205	-
30	37	Dracut,	2 69.2	1544 12	213 71	1757 83	653	75 00
35	38	Ashland,	2 58	800 00	-	-	310	-
37	39	Stow,	2 54.5	700 00	-	-	275	-
39	40	Westford,	2 49.4	1000 00	-	-	401	-
38	41	Pepperell,	2 41.5	1000 00	-	-	414	-
42	42	Holliston,	2 40	1200 00	-	-	500	-
41	43	Groton,	2 35.3	1600 00	-	-	680	-
45	44	Hopkinton,	2 28.5	1200 00	-	-	525	-
44	45	Townsend,	2 11.9	1000 00	-	-	472	55 34
48	46	Natick,	2 08.3	1000 00	-	-	480	-
47	47	Marlborough,	2 02.2	1300 00	-	-	643	-
46	48	Sudbury,	1 90.2	740 00	-	-	389	-

WORCESTER COUNTY.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	N. BRAINTREE,	$4 67.8	$800 00	-	-	171	-
2	2	Worcester,	4 13.8	13,300 00	-	-	3214	$50 00
8	3	Lancaster,	3 99	3200 00	-	-	802	-
4	4	Bolton,	3 76.4	1091 65	-	-	290	-
3	5	Paxton,	3 61.4	600 00	-	-	166	-
13	6	Harvard,	3 52.8	1400 00	$36 00	$1436 00	407	-
	7	West Brookfield,*	3 21.4	900 00	-	-	280	40 00
6	8	Hardwick,	3 15.8	1200 00	-	-	380	-
5	9	Petersham,	3 00	1200 00	-	-	400	54 25
26	10	Sterling,	2 91.4	1300 00	-	-	446	-
39	11	Royalston,	2 89.8	1200 00	-	-	414	15 00
31	12	Westborough,	2 88.5	1200 00	-	-	416	-
11	13	Southborough,	2 81.7	800 00	-	-	284	-
28	14	Winchendon,	2 77.3	1500 00	-	-	541	-
14	15	Lunenburg,	2 75.2	900 00	-	-	327	-
20	16	Phillipston,	2 75.2	600 00	-	-	218	-
10	17	North Brookfield,	2 72.1	1200 00	-	-	441	-
9	18	Barre,	2 71.1	1800 00	-	-	664	50 00
32	19	Leicester,	2 70.4	1460 00	-	-	540	-
15	20	Charlton,	2 58	1200 00	-	-	465	160 70
19	21	Warren,	2 53.8	1000 00	-	-	394	52 00
12	22	Douglas,	2 53.7	1200 00	-	-	473	-
45	23	Princeton,	2 45.7	1000 00	-	-	407	-
36	24	Oakham,	2 45.6	700 00	-	-	285	20 00
30	25	Auburn,	2 45.1	500 00	-	-	204	-
54	26	Ashburnham,	2 44.4	1200 00	-	-	491	-
22	27	Oxford,	2 40.1	1400 00	-	-	583	12 00
16	28	Mendon,	2 40.1	600 00	127 49	727 49	303	-
24	29	Northborough,	2 38	800 00	-	-	336	-
18	30	Brookfield,	2 35	900 00	-	-	383	33 00
23	31	Rutland,	2 33.2	800 00	-	-	343	12 06
25	32	Webster,	2 33	1200 00	-	-	515	-
51	33	Hubbardston,	2 32.1	1200 00	-	-	517	-
7	34	Dudley,	2 31.2	800 00	-	-	346	80 00
47	35	West Boylston,	2 30.8	900 00	-	-	390	-
35	36	Fitchburg,	2 27.7	2400 00	-	-	1054	-
21	37	Shrewsbury,	2 25	900 00	-	-	400	-
34	38	Uxbridge,	2 23	1200 00	-	-	538	-
42	39	Westminster,	2 19.8	1200 00	-	-	546	22 00
27	40	Athol,	2 19	1200 00	-	-	548	15 00
33	41	Milford,	2 10.8	1400 00	-	-	664	-
37	42	Upton,	2 10.3	900 00	-	-	428	-
41	43	Northbridge,	2 08.7	1000 00	-	-	479	-
44	44	Berlin,	2 04.1	500 00	-	-	245	-
48	45	Gardner,	2 04.1	800 00	-	-	392	-
46	46	Blackstone,	2 04	1787 00	-	-	876	-
29	47	Leominster,	2 01.7	1200 00	-	-	595	-
40	48	Spencer,	2 01.2	1000 00	-	-	497	-
43	49	Grafton,	2 00.9	1793 81	60 00	1853 81	927	-
53	50	Holden,	1 98.8	1000 00	-	-	503	-
49	51	Templeton,	1 92.3	1000 00	-	-	520	-
50	52	Millbury,	1 90.3	1250 00	-	-	657	-

* A newly-incorporated town.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
38	53	Boylston,	$1 87.3	$500 00	-	-	267	$10 50
52	54	Dana,	1 86	400 00	-	-	215	50 00
17	55	Sutton,	1 82.8	1000 00	-	-	547	-
56	56	Southbridge,	1 78.3	1200 00	-	-	673	-
55	57	Sturbridge,	1 72.4	1000 00	-	-	580	68 00
		HAMPSHIRE COUNTY.						
2	1	HATFIELD,	4 03.6	750 00	113 75	863 75	214	-
1	2	Northampton,	3 89.8	4600 00	-	-	1180	150 00
6	3	Westhampton,	2 69.5	450 00	-	-	167	300 00
5	4	Granby,	2 67.3	850 00	-	-	318	75 00
3	5	South Hadley,	2 66.7	1000 00	-	-	375	131 50
7	6	Hadley,	2 58.5	1300 00	-	-	503	30 00
8	7	Middlefield,	2 48.7	490 00	-	-	197	448 00
9	8	Enfield,	2 47.3	700 00	-	-	283	-
11	9	Plainfield,	2 39.6	520 00	-	-	217	241 50
17	10	Southampton,	2 35.5	500 00	159 31	659 31	280	-
4	11	Greenwich,	2 33.6	500 00	-	-	214	45 00
10	12	Goshen,	2 25.5	300 00	-	-	133	100 00
21	13	Cummington,	2 20.3	824 00	-	-	374	443 00
12	14	Amherst,	2 14.3	1500 00	-	-	700	18 00
19	15	Worthington,	2 08	500 00	146 98	646 98	311	549 75
16	16	Easthampton,	2 06.4	450 00	-	-	218	397 00
15	17	Belchertown,	2 00.9	1400 00	-	-	697	279 00
13	18	Ware,	1 97.8	1600 00	-	-	809	39 00
18	19	Williamsburg,	1 84.7	700 00	-	-	379	311 00
22	20	Chesterfield,	1 82.5	500 00	-	-	274	308 50
14	21	Prescott,	1 69.1	350 00	-	-	207	140 00
20	22	Norwich,	1 40.8	300 00	-	-	213	250 00
23	23	Pelham,	1 39.8	400 00	-	-	286	122 00
		HAMPDEN COUNTY.						
1	1	SPRINGFIELD,	4 48.7	9630 00	-	-	2146	-
	2	Chicopee,*	4 35.8	7400 00	-	-	1698	-
2	3	Montgomery,	3 75	300 00	-	-	80	181 00
3	4	Longmeadow,	3 73.1	1250 00	-	-	335	142 00
6	5	Ludlow,	3 01.6	950 00	-	-	315	250 00
9	6	Brimfield,	2 81.7	1200 00	-	-	426	156 00
8	7	Wales,	2 53.1	400 00	-	-	158	46 25
13	8	Tolland,	2 47.7	322 00	-	-	130	78 00
10	9	Monson,	2 30.3	1200 00	-	-	521	487 75
4	10	Russell,	2 23.2	250 00	-	-	112	175 00
12	11	Westfield,	2 14.6	2000 00	-	-	932	154 00
11	12	Wilbraham,	2 13.9	900 00	246 70	1146 70	536	606 50
7	13	Holland,	2 00	200 00	-	-	100	94 00
5	14	Chester,	1 81.8	800 00	-	-	440	703 00
16	15	Granville,	1 71.9	600 00	-	-	349	365 00
15	16	Blandford,	1 51.9	600 00	-	-	395	685 00
14	17	West Springfield,	1 48	1700 00	-	-	1149	1200 50
17	18	Palmer,	1 43.2	1200 00	-	-	838	183 00
18		Southwick,†			-	-	†356	†551 50

* Newly-incorporated town. † No Returns. From last year's Abstract.

FRANKLIN COUNTY.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	HEATH,	$3 21.4	$810 00	-	-	252	$310 00
2	2	Sunderland,	3 12.5	650 00	-	-	208	40 00
11	3	Deerfield,	3 00	1563 00	-	-	521	241 00
21	4	Erving,	2 83.2	250 00	$53 00	$303 00	107	-
26	5	Monroe,	2 68.6	209 53	-	-	78	92 50
7	6	Rowe,	2 64.5	500 00	-	-	189	83 00
3	7	Greenfield,	2 56.4	1500 00	-	-	585	250 00
8	8	Northfield,	2 52.6	1000 00	66 00	1066 00	422	150 00
4	9	Warwick,	2 51.8	700 00	-	-	278	25 00
9	10	Whately,	2 39	650 00	-	-	272	86 00
10	11	Shelburne,	2 33.2	800 00	-	-	343	321 50
6	12	Montague,	2 25	852 75	-	-	379	190 00
5	13	New Salem,	2 12.9	800 00	-	-	371	110 31
24	14	Buckland,	2 09.8	600 00	-	-	286	35 00
25	15	Leverett,	2 00	496 00	-	-	248	197 50
12	16	Charlemont,	1 98	600 00	-	-	303	225 00
15	17	Conway,	1 95.8	830 00	-	-	424	573 00
16	18	Shutesbury,	1 87.3	500 00	-	-	267	40 50
13	19	Gill,	1 82.2	400 00	-	-	219	222 00
23	20	Wendell,	1 81	400 00	-	-	221	55 00
14	21	Coleraine,	1 79.5	1000 00	-	-	557	714 00
19	22	Bernardston,	1 78.6	500 00	-	-	280	351 00
17	23	Orange,	1 75.4	800 00	-	-	456	-
20	24	Hawley,	1 67.2	500 00	-	-	299	160 00
22	25	Leyden,	1 50	300 00	-	-	200	247 00
18	26	Ashfield,	1 25	700 00	-	-	560	450 00

BERKSHIRE COUNTY.

2	1	SHEFFIELD,	2 46.7	1875 00	-	-	760	500 00
3	2	Pittsfield,	2 39.9	2800 00	-	-	1167	226 00
25	3	Mt. Washington,	2 32.6	267 47	-	-	115	123 00
9	4	Adams,	2 25	3543 75	-	-	1575	510 75
7	5	Peru,	2 22.2	300 00	-	-	135	325 00
24	6	Sandisfield,	2 16.2	800 00	-	-	370	630 00
21	7	Cheshire,	2 14.3	600 00	-	-	280	400 00
4	8	Becket,	2 13.5	600 00	-	-	281	580 00
13	9	Egremont,	2 13.4	525 00	-	-	246	301 50
6	10	Lenox,	2 05.9	700 00	-	-	340	617 00
10	11	Monterey,	2 05.4	325 00	67 41	392 41	191	407 25
22	12	New Marlboro',	2 02	700 00	204 78	904 78	448	644 00
31	13	Williamstown,	1 97.4	1500 00	-	-	760	-
17	14	Stockbridge,	1 96.1	1000 00	-	-	510	201 00
5	15	Alford,	1 92.3	250 00	-	-	130	203 20
15	16	Otis,	1 90.3	550 00	-	-	289	517 00
18	17	Lanesborough,	1 88.6	600 00	-	-	318	510 00
26	18	Florida,	1 87.5	300 00	-	-	160	146 00
11	19	Dalton,	1 81.8	500 00	-	-	275	328 00
12	20	Windsor,	1 77.8	400 00	-	-	225	90 00
23	21	Washington,	1 76.5	450 00	-	-	255	407 00

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
14	22	Lee,	$1 67.4	$1180 00	-	-	705	$400 00
19	23	Richmond,	1 66.6	300 00	-	-	180	357 01
20	24	Tyringham,	1 64.8	300 00	-	-	182	139 00
16	25	Hinsdale,	1 56.2	500 00	-	-	320	415 00
28	26	Clarksburg,	1 55	200 00	-	-	129	170 00
1	27	New Ashford,	1 47	75 00	-	-	51	61 00
27	28	Gt. Barrington,	1 38.5	1100 00	-	-	794	350 00
8	29	West Stockbridge,	1 29.8	500 00	153 00	653 00	426	373 44
29	30	Hancock,	1 27.1	300 00	-	-	236	371 28
30	31	Savoy,	1 25	348 75	-	-	279	150 00

NORFOLK COUNTY.

1	1	BROOKLINE,	7 39	3200 00	-	-	433	-
2	2	Dedham,	5 71.4	5000 00	-	-	875	-
4	3	Roxbury,	5 43.8	19,877 27	-	-	3655	-
6	4	Dorchester,	5 42.6	9002 00	-	-	1659	-
5	5	Dover,	4 69.2	500 00	63 00	563 00	120	-
3	6	Milton,	4 35.7	2000 00	-	-	459	-
9	7	Walpole,	3 52.1	1500 00	-	-	426	-
13	8	Sharon,	3 07.7	600 00	150 86	750 86	244	-
7	9	Cohasset,	3 04.6	1200 00	-	-	394	-
16	10	Bellingham,	3 04.4	800 00	140 63	940 63	309	18 00
11	11	Wrentham,	3 01.1	2100 00	341 86	2441 86	811	-
8	12	Quincy,	2 99.6	3400 00	-	-	1135	-
15	13	Canton,	2 94.1	1600 00	-	-	544	150 00
10	14	Medway,	2 85.7	1500 00	-	-	525	-
14	15	Foxborough,	2 85	1200 00	-	-	421	-
12	16	Braintree,	2 82.1	2000 00	-	-	709	-
19	17	Weymouth,	2 58.4	3000 00	-	-	1161	-
18	18	Needham,	2 56.9	1110 00	-	-	432	-
17	19	Franklin,	2 50	1200 00	-	-	480	-
21	20	Medfield,	2 48.8	500 00	-	-	201	-
20	21	Stoughton,	2 26.3	1700 00	-	-	751	-
22	22	Randolph,	2 03.3	2000 00	-	-	984	-

BRISTOL COUNTY.

1	1	N. BEDFORD,	4 42	16,600 00	-	-	3755	-
2	2	Fairhaven,	4 14.9	5000 00	-	-	1205	125 00
3	3	Dighton,	3 03.9	1000 00	170 24	1170 24	385	112 00
4	4	Fall River,	3 03.5	8600 00	-	-	2834	-
9	5	Seekonk,	2 66.3	1100 00	242 00	1342 00	504	500 00
8	6	Somerset,	2 45.9	600 00	-	-	244	64 00
6	7	Norton,	2 44.4	1200 00	-	-	491	-
10	8	Dartmouth,	2 39	2500 00	-	-	1046	1600 00
15	9	Taunton,	2 38.9	6000 00	-	-	2512	50 00
7	10	Pawtucket,	2 34.4	2400 00	-	-	1024	-
19	11	Easton,	2 31.8	1500 00	-	-	647	-
11	12	Freetown,	2 30.4	1000 00	-	-	434	-

For 1847-48.	For 1848-49	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
14	13	Berkley,	$2 24.2	$500 00	-	-	223	-
12	14	Attleborough,	2 23.7	2109 89	-	-	943	$77 50
16	15	Mansfield,	2 16.2	856 00	-	-	396	-
17	16	Rehoboth,	2 10.4	900 00	139 35	1039 35	494	322 00
18	17	Raynham,	2 01.5	800 00	-	-	397	-
5	18	Westport,	2 00	1500 00	-	-	750	-
13	19	Swanzey,	1 87.5	600 00	-	-	320	259 50

PLYMOUTH COUNTY.

2	1	KINGSTON,	4 77.6	1600 00	-	-	335	-
3	2	Plymouth,	4 59.9	7000 00	-	-	1522	548 00
4	3	Hingham,	3 58.4	3097 05	-	-	864	-
9	4	Bridgewater,	3 44.2	2000 00	-	-	581	-
5	5	Hull,	3 33.3	200 00	-		60	-
1	6	Duxbury,	3 28.6	2100 00	200 00	2300 00	700	-
6	7	Middleborough,	3 28.4	4000 00	-	-	1218	793 00
7	8	Scituate,	3 04.3	3000 00	-	-	986	-
8	9	Pembroke,	3 03	1000 00	-	-	330	-
13	10	W. Bridgewater,	2 88.2	1000 00	-	-	347	-
10	11	Halifax,	2 77.8	500 00	-	-	180	45 00
12	12	Plympton,	2 77.8	600 00	-	-	216	250 41
11	13	Marshfield,	2 75.4	1300 00	-	-	472	-
18	14	E. Bridgewater,	2 73.7	1500 00	-	-	548	-
16	15	Hanover,	2 72.7	1200 00	-	-	440	-
14	16	Hanson,	2 69.4	800 00	-	-	297	-
17	17	Abington,	2 58.8	3000 00	-	-	1159	-
15	18	N. Bridgewater,	2 55.5	2000 00	276 20	2276 20	891	-
19	19	Wareham,	2 40.3	1800 00	-	-	749	200 00
21	20	Carver,	1 88.1	600 00	-	-	319	290 50
20	21	Rochester,	1 74.3	2000 00	-	-	1144	142 00

BARNSTABLE COUNTY.

2	1	BARNSTABLE,	3 60.1	4400 00	-	-	1222	-
1	2	Provincetown,	3 22.5	2000 00	-	-	617	-
5	3	Yarmouth,	2 23.2	1500 00	-	-	672	150 00
4	4	Falmouth,	2 14.1	1200 00	320 00	1520 00	710	392 22
3	5	Sandwich,	2 12.9	2308 33	376 03	2684 36	1261	100 00
8	6	Brewster,	2 05.1	800 00	-	-	390	118 00
7	7	Orleans,	2 04.1	1100 00	-	-	539	-
6	8	Eastham,	2 03.8	450 00	80 00	530 00	260	35 00
9	9	Chatham,	1 94.8	1200 00	-	-	616	600 00
11	10	Wellfleet,	1 42.9	1000 00	-	-	700	480 00
10	11	Truro,	1 36.1	875 00	-	-	650	-
12	12	Dennis,	1 31.6	1200 00	-	-	912	-
13	13	Harwich,	1 25.8	1300 00	-	-	1033	750 00

DUKES COUNTY.

For 1847–48.	For 1848–49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	EDGARTOWN,	$2 69.1	$1200 00	-	-	446	-
2	2	Chilmark,	2 64.9	400 00	-	-	151	-
3	3	Tisbury,	1 81.5	900 00	-	-	496	-

NANTUCKET COUNTY.

1	1	NANTUCKET,	5 16.6	9267 06	-	-	1794	-

A GRADUATED TABLE,

Showing the Comparative Amount of money appropriated by the different Counties in the State, for the education of each child, between the ages of 4 and 16 years, in each County.

For 1847-48.	For 1846-49.	COUNTIES.	Sum appropriated by counties for ea. child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK,	$10 32	$240,050 00	-	-	23,257	-
2	2	Nantucket,	5 17	9,267 06	-	-	1,794	-
3	3	Middlesex,	4 34	143,183 27	$322 64	$143,505 91	33,063	$204 01
4	4	Norfolk,	3 93	64,989 27	696 35	65,685 62	16,728	168 00
7	5	Plymouth,	3 05	40,297 05	476 20	40,773 25	13,358	2268 91
5	6	Essex,	3 03	87,821 75	1226 13	89,047 88	29,393	52 00
6	7	Bristol,	2 97	54,765 89	551 59	55,317 48	18,604	3110 00
10	8	Hampden,	2 83	30,902 00	246 70	31,148 70	11,016	6108 00
8	9	Worcester,	2 61	75,682 46	223 49	75,915 95	29,032	744 51
9	10	Hampshire,	2 45	20,484 00	420 04	20,904 04	8,549	4378 25
11	11	Dukes,	2 29	2,500 00	-	-	1,093	-
12	12	Franklin,	2 17	17,911 28	119 00	18,030 28	8,325	5169 31
13	13	Barnstable,	2 10	19,333 33	776 03	20,109 36	9,582	2625 22
14	14	Berkshire,	1 96	23,389 97	425 19	23,815 16	12,132	10,453 43

AGGREGATE OF THE STATE.

14	Counties,	3 87	830,577 33	5483 36	836,070 69	215,926	35,281 64

The principle on which the following Table is constructed is as follows:—

The first column indicates, in a numerical order, the precedence of the towns,—the more meritorious, in regard to attendance, standing before the less.

The second consists of the names of the towns.

The third shows the No. of children in each town between the ages of 4 and 16 years.

The fourth shows the MEAN average attendance upon the schools for both the summer and winter terms. This is found by adding together the average attendance for both summer and winter, and dividing the sum by 2.

The fifth exhibits, IN DECIMALS, the ratio which the mean average attendance bears to the whole number of children in the town between 4 and 16. The decimals are continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases, where, without such continuation, the ratios would appear to be precisely similar.

The mean average attendance upon school being compared with the whole number of children between 4 and 16 years of age, it is possible that the result may be more than 100 per cent., because the attendance of children, under 4 or over 16 years of age, MAY more than compensate for the absence of children between those ages; also, because children may attend successive schools and be registered in each, and consequently the same children may be included several times in the total average attendance as returned. In the latter case, as the returns give merely the sum of the averages of all the several schools, and may not furnish the means of obtaining a true mean average for the year, the result obtained by applying the general rule mentioned above will be inaccurate and too large. And this explains the reason why the first place in the Tables has been assigned to Burlington for two years past, while this town has had no real precedence over many other towns.

A GRADUATED TABLE,

In which all the towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE *of their children upon the Public Schools, for the year* 1848–9.

	TOWNS.	No. of children between 4 and 16 years of age in each town	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1	BOXBOROUGH	67	82	1.22-38	42	Otis,	289	220	.76-12
2	Carlisle,	124	126	1.01-61	43	Boxford,	234	178	.76-07
3	Royalston,	414	394	.95-17	44	Bedford,	245	186	.75-92
4	Acton,	325	303	.93-23	45	Townsend,	472	358	.75-85
5	Hardwick,	380	332	.87-37	46	Monroe,	78	59	.75-64
6	Hatfield,	214	185	.86-45	47	Petersham,	400	302	.75-50
7	Littleton,	224	188	.83-93	48	Holden,	503	379	.75-35
8	New Braintree,	171	143	.83-63	49	Sherburne,	247	186	.75-30
9	Methuen,	520	428	.82-31	50	Ashby,	295	222	.75-25
10	Dedham,	875	720	.82-29	51	Hawley,	299	225	.75-25
11	Medway,	525	430	.81-90	52	Ludlow,	315	237	.75-24
12	Warwick,	278	226	.81-29	53	Marlborough,	643	483	.75-12
13	Holliston,	500	406	.81-20	54	Chelmsford,	505	378	.74-85
14	Phillipston,	218	177	.81-19	55	Middlefield,	197	147	.74-62
15	Ashburnham,	491	397	.80-86	56	Essex,	373	278	.74-53
16	North Chelsea,	176	142	.80-68	57	Shutesbury,	267	199	.74-53
17	Dracut,	653	524	.80-25	58	Leyden,	200	149	.74-50
18	Concord,	465	372	.80-00	59	Gill,	219	163	.74-43
19	Florida,	160	128	.80-00	60	Billerica,	386	287	.74-35
20	Eastham,	260	207	.79-62	61	Sharon,	244	181	.74-18
21	Northfield,	422	335	.79-38	62	Natick,	480	356	.74-17
22	Plainfield,	217	172	.79-26	63	Westminster,	546	405	.74-17
23	Sterling,	446	353	.79-14	64	Paxton,	166	123	.74-09
24	Bolton,	290	229	.78-96	65	Oakham,	285	211	.74-04
25	Stow,	275	217	.78-91	66	Barre,	664	491	.73-95
26	Brighton,	496	390	.78-63	67	Provincetown,	617	456	.73-91
27	Brookfield,	383	301	.78-59	68	Shirley,	241	178	.73-86
28	Heath,	252	197	.78-17	69	Templeton,	520	384	.73-85
29	Greenwich,	214	167	.78-03	70	Northborough,	336	248	.73-81
30	Warren,	394	307	.77-93	71	Upton,	428	315	.73-60
31	Orange,	456	354	.77-63	72	Malden,	785	577	.73-50
32	Milford,	664	514	.77-41	73	Rutland,	343	252	.73-47
33	Charlemont,	303	234	.77-22	74	Tyngsborough,	218	160	.73-39
34	Lunenburg,	327	252	.77-07	75	Tewksbury,	235	172	.73-19
35	Dunstable,	139	107	.76-98	76	Charlton,	465	340	.73-12
36	South Hadley,	375	288	.76-80	77	Princeton,	407	297	.72-97
37	Rowe,	189	145	.76-71	78	Becket,	281	205	.72-95
38	Sunderland,	208	159	.76-44	79	Chilmark,	151	110	.72-85
39	Hopkinton,	525	401	.76-38	80	West Boylston,	390	284	.72-82
40	Lynnfield,	210	160	.76-19	81	Walpole,	426	310	.72-77
41	Medfield,	201	153	.76-12	82	Sudbury,	389	283	.72-75

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
83	Foxborough,	421	306	.72-68	135	Belchertown,	697	475	.68-15
84	Worthington,	311	226	.72-67	136	Williamsburg,	379	258	.68-07
85	Orleans,	539	391	.72-54	137	Cohasset,	394	268	.68-02
86	Dalton,	275	199	.72-36	138	Easthampton,	218	148	.67-89
87	N. Brookfield,	441	319	.72-33	139	Boston,	21853	14818	.67-81
88	New Salem,	371	268	.72-24	140	Harvard,	407	275	.67-57
89	Conway,	424	306	.72-17	141	Athol,	548	370	.67-52
90	W. Brookfield,	280	202	.72-14	142	Marshfield,	472	318	.67-37
91	Westborough,	461	332	.72-02	143	Rehoboth,	494	332	.67-20
92	Westhampton,	167	120	.71-86	144	Chelsea,	1228	825	.67-18
93	Coleraine,	557	400	.71-81	145	Wales,	158	106	.67-09
94	Hubbardston,	517	371	.71-76	146	Monterey,	191	128	.67-01
95	Pepperell,	414	297	.71-74	147	Shrewsbury,	400	268	.67-00
96	Canton,	544	390	.71-69	148	Hadley,	503	337	.66-99
97	Somerville,	544	390	.71-69	149	Berlin,	245	164	.66-94
98	Gardner,	392	281	.71-68	150	Needham,	432	289	.66-89
99	Pelham,	286	205	.71-68	151	Greenfield,	585	391	.66-84
100	Auburn,	204	146	.71-57	152	Norwich,	213	142	.66-67
101	Montague,	379	271	.71-50	153	Scituate,	986	657	.66-63
102	Lexington,	408	291	.71-32	154	Waltham,	771	513	.66-54
103	Spencer,	497	354	.71-23	155	Swanzey,	320	212	.66-25
104	Middleborough,	1218	867	.71-18	156	Goshen,	133	88	.66-16
105	Palmer,	838	596	.71-12	157	Halifax,	180	118	.65-56
106	Sutton,	547	389	.71-11	158	Medford,	696	456	.65-52
107	Kingston,	335	238	.71-04	159	Stoughton,	751	489	.65-11
108	Whately,	272	193	.70-96	160	Richmond,	180	117	.65-00
109	Plympton,	216	153	.70-83	161	N. Bridgewat.,	891	576	.64-65
110	E. Bridgewater,	548	388	.70-80	162	Charlestown,	3675	2369	.64-46
111	Bernardston,	280	198	.70-71	163	Weston,	256	165	.64-45
112	Manchester,	412	290	.70-39	164	Wayland,	267	172	.64-42
113	Raynham,	397	279	.70-27	165	Chesterfield,	274	176	.64-23
114	Winchendon,	541	380	.70-24	166	Hamilton,	204	131	.64-22
115	Longmeadow,	335	235	.70-15	167	Bellingham,	309	198	.64-08
116	Sandisfield,	370	259	.70-00	168	Danvers,	1817	1164	.64-06
117	Westford,	401	280	.69-83	169	Watertown,	564	361	.64-01
118	Lincoln,	205	143	.69-76	170	Westport,	750	480	.64-00
119	Wrentham,	811	561	.69-17	171	Hanson,	297	190	.63-97
120	Erving,	107	74	.69-16	172	Lynn,	3107	1985	.63-89
121	W. Cambridge,	428	296	.69-16	173	Dudley,	346	221	.63-87
122	Holland,	100	69	.69-00	174	Hanover,	440	281	.63-86
123	South Reading,	460	317	.68-91	175	Leicester,	540	344	.63-70
124	Sturbridge,	580	399	.68-79	176	Peru,	135	86	.63-70
125	Southborough,	284	195	.68-66	177	Douglas,	473	301	.63-63
126	Leverett,	248	170	.68-55	178	Topsfield,	269	171	.63-57
127	Wilbraham,	536	369	.68-54	179	Grafton,	927	588	.63-43
128	Buckland,	286	196	.68-53	180	Falmouth,	710	450	.63-38
129	Pembroke,	330	226	.68-48	181	Mendon,	303	192	.63-36
130	Wilmington,	212	145	.68-39	182	Blanford,	395	250	.63-29
131	Dover,	120	82	.68-33	183	Berkley,	223	141	.63-23
132	Wellfleet,	700	478	.68-29	184	Northampton,	1180	746	.63-22
133	Leominster,	595	406	.68-23	185	Reading,	654	413	.63-15
134	Enfield,	283	193	.68-19	186	Egremont,	246	155	.63-01

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
187	Amherst,	700	441	.63-00	239	Clarksburg,	129	75	.58-14
188	Dighton,	385	242	.62-86	240	Weymouth,	1161	671	.57-79
189	Rowley,	218	137	.62-84	241	Chatham,	616	355	.57-63
190	Groton,	680	427	.62-79	242	Blackstone,	876	503	.57-42
191	Hinsdale,	320	200	.62-50	243	Dennis,	912	522	.57-24
192	Montgomery,	80	50	.62-50	244	Yarmouth,	672	384	.57-14
193	Springfield,	2146	1340	.62-44	245	Franklin,	480	274	.57-08
194	Wareham,	749	467	.62-35	246	Newton,	1146	654	.57-07
195	Dana,	215	134	.62-32	247	Pittsfield,	1167	666	.57-07
196	Wenham,	280	174	.62-14	248	Saugus,	361	206	.57-06
197	W.Bridgewater,	347	215	.61-96	249	Alford,	130	74	.56-92
198	Fitchburg,	1054	653	.61-95	250	Washington,	255	145	.56-88
199	Seekonk,	504	312	.61-90	251	Nantucket,	1794	1015	.56-58
200	Ashland,	310	191	.61-61	252	Boylston,	267	151	.56-55
201	Roxbury,	3655	2247	.61-47	253	Mt. Washingt'n,	115	65	.56-52
202	Plymouth,	1522	935	.61-43	254	Woburn,	947	533	.56-28
203	Shelburne,	343	210	.61-21	255	Middleton,	207	116	.56-04
204	Westfield,	932	570	.61-16	256	Southbridge,	673	377	.56-02
205	Braintree,	709	433	.61-07	257	Lancaster,	802	449	.55-98
206	Cheshire,	280	171	.61-07	258	Dartmouth,	1046	585	.55-93
207	Cummington,	374	228	.60-96	259	Milton,	459	255	.55-55
208	Oxford,	583	355	.60-89	260	Savoy,	279	154	.55-20
209	Gt. Barrington,	794	482	.60-71	261	Andover,	1860	1010	.54-30
210	Southampton,	280	170	.60-71	262	Carver,	319	173	.54-23
211	Rockport,	900	546	.60-67	263	Beverly,	1356	734	.54-13
212	Lowell,	6318	3828	.60-59	264	Newburyport,	1972	1063	.53-90
213	Tyringham,	182	110	.60-44	265	New Bedford,	3755	2024	.53-90
214	Easton,	647	391	.60-43	266	Granville,	349	188	.53-87
215	Bridgewater,	581	350	.60-24	267	Somerset,	244	131	.53-69
216	Wendell,	221	133	.60-13	268	Bradford,	715	379	.53-01
217	Lawrence,	1089	650	.59-69	269	Granby,	318	168	.52-83
218	New Marlboro',	448	267	.59-60	270	Abington,	1159	612	.52-80
219	Deerfield,	521	310	.59-50	271	Attleborough,	943	497	.52-70
220	Ware,	809	481	.59-45	272	Harwich,	1033	543	.52-57
221	Chicopee,	1698	1008	.59-36	273	Northbridge,	479	251	.52-40
222	Fairhaven,	1205	715	.59-34	274	Millbury,	657	343	.52-21
223	Ipswich,	735	436	.59-32	275	Adams,	1575	822	.52-19
224	Duxbury,	700	414	.59-14	276	Brewster,	390	203	.52-05
225	Uxbridge,	538	317	.58-92	277	Freetown,	434	224	.51-61
226	Norton,	491	289	.58-85	278	Salem,	4347	2227	.51-23
227	Worcester,	3214	1890	.58-80	279	Monson,	521	266	.51-06
228	Brimfield,	426	250	.58-68	280	Newbury,	1026	523	.50-97
229	Windsor,	225	132	.58-67	281	Hingham,	864	440	.50-93
230	Mansfield,	396	232	.58-58	282	Hancock,	236	120	.50-85
231	Quincy,	1135	664	.58-50	283	Sandwich,	1261	640	.50-75
232	Tolland,	130	76	.58-46	284	Ashfield,	560	284	.50-71
233	Prescott,	207	121	.58-45	285	Gloucester,	1936	978	.50-52
234	Hull,	60	35	.58-33	286	Stockbridge,	510	257	.50-39
235	Haverhill,	1357	791	.58-29	287	W. Springfield,	1149	677	.50-22
236	Framingham,	958	558	.58-25	288	Lenox,	340	170	.50-00
237	Cambridge,	3320	1933	.58-22	289	Sheffield,	760	380	.50-00
238	Dorchester,	1659	965	.58-17	290	Truro,	650	325	.50-00

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
291	Brookline,	433	214	.49-42	304	Burlington,*	125	55	.44-00
292	Webster,	515	254	.49-32	305	Marblehead,	1512	656	.43-39
293	Georgetown,	516	254	.49-22	306	Russell,	112	48	.42-86
294	W. Stockbridge,	426	209	.49-06	307	Williamstown,	760	324	.42-63
295	Randolph,	984	482	.48-98	308	Salisbury,	709	302	.42-59
296	Pawtucket,	1024	497	.48-53	309	Lanesborough,	318	135	.42-45
297	Barnstable,	1222	581	.47-55	310	W. Newbury,	450	190	.42-22
298	Chester,	440	209	.47-50	311	Amesbury,	701	291	.41-51
299	Fall River,	2834	1337	.47-28	312	Edgartown,	446	162	.36-32
300	Lee,	705	328	.46-52	313	Tisbury,	496	174	.35-08
301	Rochester,	1144	529	.46-24	314	New Ashford,	51	16	.31-37
302	Taunton,	2512	1129	.44-94		Southwick,†	356	221	.62-08
303	Stoneham,	370	166	.44-86					

* In the Appendices to the Eleventh and Twelfth Annual Reports of the Board of Education, the "Mean Average Attendance," in Burlington, was stated to be, for

1846—7 - - - 130; and the "Ratio of Attendance," - - - 1.08.

1847—8 - - - 140; " " " " " - - - 1.25.

But this estimate, though obtained by the same process of calculation as in all the other towns, was apparently excessive; and the error now proves to have arisen from a peculiarity in the method of keeping the schools in Burlington which was passed unnoticed in their Annual Returns. The town is not districted; and the schools are not all kept *simultaneously* in any given season, (as everywhere else in the Commonwealth,) but *successively*. In 1846–7, there were two successions of schools, both summer and winter. In 1847–8, and 1848–9, at the commencement of each summer term a school was begun in the centre of the place, which was followed by two others, and these again by two others, in the outskirts of the town. And the like may be said of the winter schools; two were commenced at the beginning of the winter term in different parts of the town, which were succeeded by two others in opposite quarters. In consequence of this arrangement there have been three successions of schools there in the summer of each of the two years last mentioned, and two in the winter, and the schools keeping at any one time have ever been open alike to all the children in the town. Hence, in many instances the same children have attended and been registered in four and even five different schools in the course of one year, which accounts, in part, for the excess of *the mean average attendance upon school*, in Burlington, for the years 1846–7 and 1847–8, (as published in the aforenamed Annual Reports of the Board,) above the whole number of children between 4 and 16 years of age in the place.

In the last Annual Report from Burlington, the peculiarity just referred to has been particularly described, and the proper way for ascertaining the *mean annual average attendance upon school there*, in view of it, has been suggested, viz., to divide the sum of the average attendance upon all the summer schools by the number of successions of those schools, for the mean average attendance in summer; the sum of the average attendance upon all the winter schools, by the number of successions, for the mean average attendance in winter; and the sum of the mean average attendance for both seasons by two, for the mean average attendance for the year. By this rule we obtain the following results, viz., for

1846—7, Mean average attendance for the year, 64.75; Ratio of Attendance, .54—

1847—8, " " " " 57.915; " " .51.7

1848—9, " " " " 55.; " " .44.

† No Returns. From last year's Abstract.

GRADUATED TABLES,

In which all the towns, in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1848–49.

[For an explanation of the principle on which these Tables are constructed, see *ante*, p. liv.]

SUFFOLK COUNTY.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1	N. CHELSEA,	176	142	.80-68	3	Chelsea,	1228	825	.67.18
2	Boston,	21853	14818	.67-81					

ESSEX COUNTY.

1	METHUEN,	520	428	.82-31	16	Saugus,	361	206	.57-06
2	Lynnfield,	210	160	.76-19	17	Middleton,	207	116	.56-04
3	Boxford,	234	178	.76-07	18	Andover,	1860	1010	.54-30
4	Essex,	373	278	.74-53	19	Beverly,	1356	734	.54-13
5	Manchester,	412	290	.70-39	20	Newburyport,	1972	1063	.53-90
6	Hamilton,	204	131	.64-22	21	Bradford,	715	379	.53-01
7	Danvers,	1817	1164	.64-06	22	Salem,	4347	2227	.51-23
8	Lynn,	3107	1985	.63-89	23	Newbury,	1026	523	.50-97
9	Topsfield,	269	171	.63-57	24	Gloucester,	1936	978	.50-52
10	Rowley,	218	137	.62-84	25	Georgetown,	516	254	.49-22
11	Wenham,	280	174	.62-14	26	Marblehead,	1512	656	.43-39
12	Rockport,	900	546	.60-67	27	Salisbury,	709	302	.42-59
13	Lawrence,	1089	650	.59-69	28	West Newbury,	450	190	.42-22
14	Ipswich,	735	436	.59-32	29	Amesbury,	701	291	.41-51
15	Haverhill,	1357	791	.58-29					

MIDDLESEX COUNTY.

1	BOXBOROUGH	67	82	1.22-38	9	Brighton,	496	390	.78-63
2	Carlisle,	124	126	1.01-61	10	Dunstable,	139	107	.76-98
3	Acton,	325	283	.87-08	11	Hopkinton,	525	401	.76-38
4	Littleton,	224	188	.83-93	12	Bedford,	245	186	.75-92
5	Holliston,	500	406	.81-20	13	Townsend,	472	358	.75-85
6	Dracut,	653	524	.80-25	14	Sherburne,	247	186	.75-30
7	Concord,	465	372	.80-00	15	Ashby,	295	222	.75-25
8	Stow,	275	217	.78-91	16	Marlborough,	643	483	.75-12

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
17	Chelmsford,	505	378	.74-85	33	Waltham,	771	513	.66-54
18	Billerica,	386	287	.74-35	34	Medford,	696	456	.65-52
19	Natick,	480	356	.74-17	35	Charlestown,	3675	2369	.64-46
20	Shirley,	241	178	.73-86	36	Weston,	256	165	.64-45
21	Malden,	785	577	.73-50	37	Wayland,	267	172	.64-42
22	Tyngsborough,	218	160	.73-39	38	Watertown,	564	361	.64-01
23	Tewksbury,	235	172	.73-19	39	Reading,	654	413	.63-15
24	Sudbury,	389	283	.72-75	40	Groton,	680	427	.62-79
25	Pepperell,	414	297	.71-74	41	Ashland,	310	191	.61-61
26	Somerville,	544	390	.71-69	42	Lowell,	6318	3828	.60-59
27	Lexington,	408	291	.71-32	43	Framingham,	958	558	.58-25
28	Westford,	401	280	.69-83	44	Cambridge,	3320	1933	.58-22
29	Lincoln,	205	143	.69-76	45	Newton,	1146	654	.57-07
30	W. Cambridge,	428	296	.69-16	46	Woburn,	947	533	.56-28
31	South Reading,	460	317	.68-91	47	Stoneham,	370	166	.44-86
32	Wilmington,	212	145	.68-39	48	Burlington,	125	55	.44-00

WORCESTER COUNTY.

1	ROYALSTON	414	394	.95-17	30	Auburn,	204	146	.71-57
2	Hardwick,	380	332	.87-37	31	Spencer,	497	354	.71-23
3	New Braintree,	171	143	.83-63	32	Sutton,	547	389	.71-11
4	Phillipston,	218	177	.81-19	33	Winchendon,	541	380	.70-24
5	Ashburnham,	491	397	.80-86	34	Sturbridge,	580	399	.68-79
6	Sterling,	446	353	.79-14	35	Southborough,	284	195	.68-66
7	Bolton,	290	229	.78-96	36	Leominster,	595	406	.68-23
8	Brookfield,	383	301	.78-59	37	Harvard,	407	275	.67-57
9	Warren,	394	307	.77-93	38	Athol,	548	370	.67-52
10	Milford,	664	514	.77-41	39	Shrewsbury,	400	268	.67-00
11	Lunenburg,	327	252	.77-07	40	Berlin,	245	164	.66-94
12	Petersham,	400	302	.75-50	41	Dudley,	346	221	.63-87
13	Holden,	503	379	.75-35	42	Leicester,	540	344	.63-70
14	Westminster,	546	405	.74-17	43	Douglas,	473	301	.63-63
15	Paxton,	166	123	.74-09	44	Grafton,	927	588	.63-43
16	Oakham,	285	211	.74-04	45	Mendon,	303	192	.63-36
17	Barre,	664	491	.73-95	46	Dana,	215	134	.62-32
18	Templeton,	520	384	.73-85	47	Fitchburg,	1054	653	.61-95
19	Northborough,	336	248	.73-81	48	Oxford,	583	355	.60-89
20	Upton,	428	315	.73-60	49	Uxbridge,	538	317	.58-92
21	Rutland,	343	252	.73-47	50	Worcester,	3214	1890	.58-80
22	Charlton,	465	340	.73-12	51	Blackstone,	876	503	.57-42
23	Princeton,	407	297	.72-97	52	Boylston,	267	151	.56-55
24	West Boylston,	390	284	.72-82	53	Southbridge,	673	377	.56-02
25	N. Brookfield,	441	319	.72-33	54	Lancaster,	802	449	.55-98
26	W. Brookfield,	280	202	.72-14	55	Northbridge,	479	251	.52-40
27	Westborough,	461	332	.72-02	56	Millbury,	657	343	.52-21
28	Hubbardston,	517	371	.71-76	57	Webster,	515	254	.49-32
29	Gardner,	392	281	.71-68					

HAMPSHIRE COUNTY.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1	HATFIELD,	214	185	.86-45	13	Hadley,	503	337	.66-99
2	Plainfield,	217	172	.79-26	14	Norwich,	213	142	.66-67
3	Greenwich,	214	167	.78-03	15	Goshen,	133	88	.66-16
4	South Hadley,	375	288	.76-80	16	Chesterfield,	274	176	.64-23
5	Middlefield,	197	147	.74-62	17	Northampton,	1180	746	.63-22
6	Worthington,	311	226	.72-67	18	Amherst,	700	441	.63-00
7	Westhampton,	167	120	.71-86	19	Cummington,	374	228	.60-96
8	Pelham,	286	205	.71-68	20	Southampton,	280	170	.60-71
9	Enfield,	283	193	.68-19	21	Ware,	809	481	.59-45
10	Belchertown,	697	475	.68-15	22	Prescott,	207	121	.58-45
11	Williamsburg,	379	258	.68-07	23	Granby,	318	168	.52-83
12	Easthampton,	218	148	.67-89					

HAMPDEN COUNTY.

1	LUDLOW,	315	237	.75-24	11	Chicopee,	1698	1008	.59-36
2	Palmer,	838	596	.71-12	12	Brimfield,	426	250	.58-68
3	Longmeadow,	335	235	.70-15	13	Tolland,	130	76	.58-46
4	Holland,	100	69	.69-00	14	Granville,	349	188	.53-87
5	Wilbraham,	536	369	.68-54	15	Monson,	521	266	.51-06
6	Wales,	158	106	.67-09	16	W. Springfield,	1149	677	.50-22
7	Blandford,	395	250	.63-29	17	Chester,	440	209	.47-50
8	Montgomery,	80	50	.62-50	18	Russell,	112	48	.42-86
9	Springfield,	2146	1340	.62-44		Southwick,*	356	221	.62-08
10	Westfield,	932	570	.61-16					

FRANKLIN COUNTY.

1	WARWICK,	278	226	.81-29	14	Conway,	424	306	.72-17
2	Northfield,	422	335	.79-38	15	Coleraine,	557	400	.71-81
3	Heath,	252	197	.78-17	16	Montague,	379	271	.71-50
4	Orange,	456	354	.77-63	17	Whately,	272	193	.70-96
5	Charlemont,	303	234	.77-22	18	Bernardston,	280	198	.70-71
6	Rowe,	189	145	.76-71	19	Erving,	107	74	.69-16
7	Sunderland,	208	159	.76-44	20	Leverett,	248	170	.68-55
8	Monroe,	78	59	.75-64	21	Buckland,	286	196	.68-53
9	Hawley,	299	225	.75-25	22	Greenfield,	585	391	.66-84
10	Shutesbury,	267	199	.74-53	23	Shelburne,	343	210	.61-22
11	Leyden,	200	149	.74-50	24	Wendell,	221	133	.60-13
12	Gill,	219	163	.74-43	25	Deerfield,	521	310	.59-50
13	New Salem,	371	268	.72-24	26	Ashfield,	560	284	.50-71

* No Returns. From last year's Abstract.

BERKSHIRE COUNTY.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1	FLORIDA,	160	128	.80-00	17	Pittsfield,	1167	666	.57-07
2	Otis,	289	220	.76-12	18	Alford,	130	74	.56-92
3	Becket,	281	205	.72-95	19	Washington,	255	145	.56-88
4	Dalton,	275	199	.72-36	20	Mt. Washingt'n,	115	65	.56-52
5	Sandisfield,	370	259	.70-00	21	Savoy,	279	154	.55-20
6	Monterey,	191	128	.67-01	22	Adams,	1575	822	.52-19
7	Richmond,	180	117	.65-00	23	Hancock,	236	120	.50-85
8	Peru,	135	86	.63-70	24	Stockbridge,	510	257	.50-39
9	Egremont,	246	155	.63-01	25	Lenox,	340	170	.50-00
10	Hinsdale,	320	200	.62-50	26	Sheffield,	760	380	.50-00
11	Cheshire,	280	171	.61-07	27	W. Stockbridge,	426	209	.49-06
12	Gt. Barrington,	794	482	.60-71	28	Lee,	705	328	.46-52
13	Tyringham,	182	110	.60-44	29	Williamstown,	760	324	.42-63
14	N. Marlborough,	448	267	.59-60	30	Lanesborough,	318	135	.42-45
15	Windsor,	225	132	.58-67	31	New Ashford,	51	16	.31-37
16	Clarksburg,	129	75	.58-14					

NORFOLK COUNTY.

1	DEDHAM,	875	720	·82-29	12	Stoughton,	751	489	.65-11
2	Medway,	525	430	.81-90	13	Bellingham,	309	198	.64-08
3	Medfield,	201	153	.76-12	14	Roxbury,	3655	2247	.61-47
4	Sharon,	244	181	.74-18	15	Braintree,	709	433	.61-07
5	Walpole,	426	310	.72-77	16	Quincy,	1135	664	.58-50
6	Foxborough,	421	306	.72-68	17	Dorchester,	1659	965	.58-17
7	Canton,	544	390	.71-69	18	Weymouth,	1161	671	.57-79
8	Wrentham,	811	561	.69-17	19	Franklin,	480	274	.57-08
9	Dover,	120	82	.68-33	20	Milton,	459	255	.55-55
10	Cohasset,	394	268	.68-02	21	Brookline,	433	214	.49-42
11	Needham,	432	289	.66-89	22	Randolph,	984	482	.48-98

BRISTOL COUNTY.

1	RAYNHAM,	397	279	.70-27	11	Mansfield,	396	232	.58-58
2	Rehoboth,	494	332	.67-20	12	Dartmouth,	1046	585	.55-93
3	Swanzey,	320	212	.66-25	13	New Bedford,	3755	2024	.53-90
4	Westport,	750	480	.64-00	14	Somerset,	244	131	.53-69
5	Berkley,	223	141	.63-23	15	Attleborough,	943	497	.52-70
6	Dighton,	385	242	.62-86	16	Freetown,	434	224	.51-61
7	Seekonk,	504	312	.61-90	17	Pawtucket,	1024	497	.48-53
8	Easton,	647	391	.60-43	18	Fall River,	2834	1337	.47-28
9	Fairhaven,	1205	715	.59-34	19	Taunton,	2512	1129	.44-94
10	Norton,	491	289	.58-85					

PLYMOUTH COUNTY.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1	MIDDLEBORO'	1218	867	.71-18	12	Wareham,	749	467	.62-35
2	Kingston,	335	238	.71-04	13	W. Bridgewater	347	215	.61-96
3	Plympton,	216	153	.70-83	14	Plymouth,	1522	935	.61-43
4	E. Bridgewater,	548	388	.70-80	15	Bridgewater,	581	350	.60-24
5	Pembroke,	330	226	.68-48	16	Duxbury,	700	414	.59-14
6	Marshfield,	472	318	.67-37	17	Hull,	60	35	.58-33
7	Scituate,	986	657	.66-63	18	Carver,	319	173	.54-23
8	Halifax,	180	118	.65-56	19	Abington,	1159	612	.52-80
9	N. Bridgewater,	891	576	.64-65	20	Hingham,	864	440	.50-93
10	Hanson,	297	190	.63-97	21	Rochester,	1144	529	.46-24
11	Hanover,	440	281	.63-86					

BARNSTABLE COUNTY.

1	EASTHAM,	260	207	.79-62	8	Yarmouth,	672	384	.57-14
2	Provincetown,	617	456	.73-91	9	Harwich,	1033	543	.52-57
3	Orleans,	539	391	.72-54	10	Brewster,	390	203	.52-05
4	Wellfleet,	700	478	.68-29	11	Sandwich,	1261	640	.50-75
5	Falmouth,	710	450	.63-38	12	Truro,	650	325	.50-00
6	Chatham,	616	355	.57-63	13	Barnstable,	1222	581	.47-55
7	Dennis,	912	522	.57-24					

DUKES COUNTY.

1	CHILMARK,	151	110	.72-85	3	Tisbury,	496	174	.35-08
2	Edgartown,	446	162	.36-32					

NANTUCKET COUNTY.

1	NANTUCKET	1794	1015	.56-58					

MEAN AVERAGE ATTENDANCE FOR THE STATE.

No. of children between 4 and 16 years of age in the State, - - 215,926
Mean average attendance upon school, - - - - - - - 134,734
Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals, - - - - - - - - - .62+

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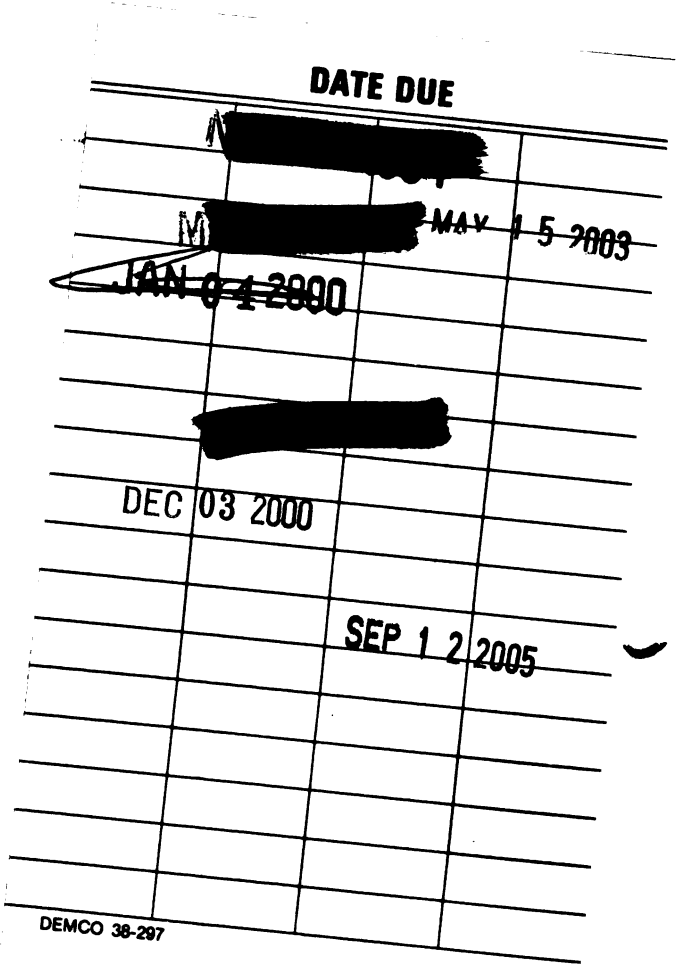
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